SIU President Reports

Minority, Women and Disabled Students Faculty and Staff

Annual Report / 2004

Academic Achievement

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

EIGHTEENTH ANNUAL REPORT
ON GOALS AND PLANS
TO IMPROVE THE PARTICIPATION AND SUCCESS
OF MINORITY, WOMEN AND DISABLED STUDENTS
IN ACADEMIC PROGRAMS;
AND THE RECRUITMENT AND RETENTION
OF MINORITY, WOMEN AND DISABLED
FACULTY AND STAFF

Prepared by the Office of Academic Affairs

December 2004

All-University Highlights
SIU Carbondale
SIU Edwardsville

TABLE OF CONTENTS

Introduction **1**

Southern Illinois University **2**

All-University Highlights **3**

Southern Illinois University Carbondale **16**

Academic Achievement 17
Institutional Effective Practice 24
Trend Data 26

Southern Illinois University Edwardsville **29**

Academic Achievement 30
Institutional Effective Practice 35
Trend Data 38

Southern Illinois University School of Medicine **40**

Academic Achievement 41
Institutional Effective Practice 43

Institutional Data **45**

SIUC 45
SIUE 118
SOM 152

INTRODUCTION

This is the eighteenth annual Report to the Illinois Board of Higher Education on minority, female, and disabled students, faculty, and staff. As directed by the Illinois Legislature, the Report evaluates the results of campus plans and efforts to increase the participation and achievement of minorities, women, and disabled students, faculty, and staff. This year, in accordance with IBHE direction, the focus of the Report is on Academic Achievement.

For more than a decade, the SIU institutions have provided a broad array of programs and services to improve the participation and success of underrepresented groups and have expended considerable state, federal, and institutional resources in support of these programs and activities. This Report is produced through the coordinated efforts of staff in the Office of the President and at Southern Illinois University Edwardsville and Southern Illinois University Carbondale. Major responsibility for leadership in assuring the participation and success of underrepresented groups is vested in the constituent universities. The Office of the President assists the institutions in defining and developing realistic goals, monitors progress, and holds the institutions accountable for their performance in discharging their responsibilities in this important area.

Many persons throughout the university contributed to the preparation of this report. Those most directly involved include John S. Haller, Jr., Vice President for Academic Affairs, Office of the President; Seymour Bryson, Associate Chancellor (Diversity), SIUC; Kay Titchenal, Executive Director of Human Resources, School of Medicine, SIUC; and Elizabeth Tarpey, Assistant to the Provost, SIUE.

This report, however, would not have been possible without the diligent work effort of Antoinette Moyers, whose careful eye, exacting standards, and proprietary hand brought together three very differently structured reports under one cover. It is to her that the quality of this final product is due.

John S. Haller, Jr.
Vice President for Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY

Southern Illinois University. A place where learning comes first, where students are valued and encouraged to explore new ideas, and where progress is complemented by tradition.

SIU's influence can be felt far beyond the locations of its campuses. While it serves as an economic engine for southern Illinois, it more importantly is a quality institution of learning for the citizens of Illinois, the nation, and the world.

Chartered in 1869, Southern Illinois University first opened its doors in Carbondale for instruction in 1874 in a one-building teacher training institution known as Southern Illinois Normal University.

The two institutions that constitute Southern Illinois University today—Southern Illinois University Carbondale, with a School of Medicine in Springfield and a campus in Nakajo, Japan; and Southern Illinois University Edwardsville, with a School of Dental Medicine in Alton, a Center in East St. Louis, and a new School of Pharmacy—reach from the Shawnee National Forest to the bluffs of the Mississippi River to the flatlands of central Illinois. With a total budget of more than $618 million, the university serves nearly 35,000 students and offers 4 associate's, 130 bachelor's, 106 master's, and 34 doctoral and professional degree programs.

The university's commitment to excellence in education enriches the lives of people not only in Illinois, but nationally and internationally. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area; baccalaureate and master's programs at dozens of military bases across the United States; and graduate degree programs in several foreign locations, including Singapore, Hong Kong, and Jamaica. SIU students participate in overseas research and training exchanges and in worldwide student exchange programs such as Study Abroad.

SIU recognizes the importance of research in undergraduate and graduate education and has developed centers and institutes that provide students with laboratories for hands-on experience. In the areas of agriculture, coal, broadcasting, health care, archaeology, education, and wildlife, instruction is not limited by classroom boundaries.

Equally important is SIU's public service mission for the improvement of society. The university's medical, dental, and nursing schools provide health and dental care to Illinois citizens at clinics throughout central and southern Illinois. The Public Policy Institute founded by former U.S. Senator Paul Simon; the National Corn-to-Ethanol Research Center designed to advance the use of corn in ethanol production; and the Illinois Education Research Council established as the research arm of the state's Joint Education Committee represent but a few of the university's many research and service centers and institutes.

From its beginning as a small teachers college to its status today as a university generating $104 million in grants and contracts, Southern Illinois University has remained rooted in the lives of the people it serves and dedicated to excellence in learning. SIU was established in response to the needs of the people. It was built on their successes. It is growing for their future.

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ALL-UNIVERSITY HIGHLIGHTS

Minority Enrollment

Progress

In the past year:

- Minority enrollment increased in all classifications: undergraduate, 0.2%; graduate, 4.6%; and professional, 1.3%.
- Total minority enrollment increased 0.8%.
- The percentage of total minority enrollment to total enrollment increased 0.1%.

In the past five years:

- Minority graduate enrollment increased by 18.1%.

Challenges

In the past five years:

- Minority undergraduate enrollment decreased by 9.1%, and professional enrollment by 4.2%.
- Total minority enrollment decreased by 5.7%.
- The percentage of total minority enrollment to total enrollment decreased 1.2%.

Minority Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	4,837	4,768	4,517	4,390	4,397	0.2%	-9.1%
Graduate	679	714	744	767	802	4.6%	18.1%
Professional	168	162	157	159	161	1.3%	-4.2%
Total Minority	**5,684**	**5,644**	**5,418**	**5,316**	**5,360**	**0.8%**	**-5.7%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Minority Enrollment to Total Enrollment	**16.6%**	**16.2%**	**15.9%**	**15.4%**	**15.5%**		

Black Enrollment

Progress

In the past year:

- Black graduate enrollment increased by 4%, and professional enrollment by 7.8%.
- Black total enrollment increased by 0.7%.

In the past five years:

- Black graduate enrollment increased by 19.5%, and professional enrollment by 18.6%.

Challenges

In the past year:

- Black undergraduate enrollment decreased by 0.1%.

In the past five years:

- Black undergraduate enrollment decreased by 11.6%.
- Black total enrollment decreased by 7.6%.
- The percentage of total Black enrollment to total enrollment decreased by 1.1%.

Black Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	3,679	3,643	3,412	3,255	3,253	-0.1%	-11.6%
Graduate	476	498	521	547	569	4%	19.5%
Professional	70	73	70	77	83	7.8%	18.6%
Total Black	**4,225**	**4,214**	**4,003**	**3,879**	**3,905**	**0.7%**	**-7.6%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Black Enrollment to Total Enrollment	**12.4%**	**12.1%**	**11.8%**	**11.2%**	**11.3%**		

Hispanic Enrollment

Progress

In the past year:

- Hispanic graduate enrollment increased by 2.9%, and professional enrollment by 4.5%.

In the past five years:

- Hispanic graduate enrollment increased by 50.7%.
- Total Hispanic enrollment increased by 2.9%.

Challenges

In the past year:

- Hispanic undergraduate enrollment decreased by 2.5%.
- Total Hispanic enrollment decreased by 1.6%.

In the past five years:

- Hispanic undergraduate enrollment decreased by 1.7%, and professional enrollment by 14.8%.

Hispanic Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	638	648	641	643	627	-2.5%	-1.7%
Graduate	71	92	103	104	107	2.9%	50.7%
Professional	27	26	22	22	23	4.5%	-14.8%
Total Hispanic	**736**	**766**	**766**	**769**	**757**	**-1.6%**	**2.9%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Hispanic Enrollment to Total Enrollment	**2.2%**	**2.2%**	**2.3%**	**2.2%**	**2.2%**		

Native American Enrollment

Progress

In the past year:

- No progress.

In the past five years:

- No progress.

Challenges

In the past year:

- Native American undergraduate enrollment decreased by 11.8%, graduate enrollment by 6.3%, and professional enrollment by 60%.
- Total Native American enrollment decreased by 12.2%.
- The percentage of total Native American enrollment to total enrollment decreased by 0.1%.

In the past five years:

- Native American undergraduate enrollment decreased by 25%, graduate enrollment by 3.2%, and professional enrollment by 71.4%.
- Total Native American enrollment decreased by 22.8%.
- The percentage of total Native American enrollment to total enrollment decreased by 0.1%.

Native American Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	120	100	83	102	90	-11.8%	-25%
Graduate	31	34	36	32	30	-6.3%	-3.2%
Professional	7	9	8	5	2	-60%	-71.4%
Total Native American	**158**	**143**	**127**	**139**	**122**	**-12.2%**	**-22.8%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Native American Enrollment to Total Enrollment	**0.5%**	**0.4%**	**0.4%**	**0.4%**	**0.4%**		

Asian Enrollment

Progress

In the past year:

- Asian undergraduate enrollment increased by 9.5%, and graduate enrollment by 14.3%.
- Total Asian enrollment increased by 8.9%.
- The percentage of total Asian enrollment to total enrollment increased by 0.1%.

In the past five years:

- Asian undergraduate enrollment increased by 6.8%.
- Total Asian enrollment increased by 1.9%.

Challenges

In the past year:

- Asian professional enrollment decreased by 3.6%.

In the past five years:

- Asian graduate enrollment decreased by 5%, and professional enrollment by 17.2%.

Asian Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	400	377	381	390	427	9.5%	6.8%
Graduate	101	90	84	84	96	14.3%	-5%
Professional	64	54	57	55	53	-3.6%	-17.2%
Total Asian	**565**	**521**	**522**	**529**	**576**	**8.9%**	**1.9%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Asian Enrollment to Total Enrollment	**1.7%**	**1.5%**	**1.5%**	**1.5%**	**1.7%**		

Female Enrollment

Progress

In the past year:

- Female professional enrollment increased by 6.7%.

In the past five years:

- Female graduate enrollment increased by 10.9%, and professional enrollment by 22.5%.
- Total female enrollment increased by 1.9%.
- The percentage of total female enrollment to total enrollment increased by 0.3%.

Challenges

In the past year:

- Female graduate enrollment decreased by 1.2%.
- Total female enrollment decreased by 0.1%.
- The percentage of total female enrollment to total enrollment decreased by 0.2%.

In the past five years:

- Female undergraduate enrollment decreased by 1%.

Female Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	13,145	13,163	12,925	13,015	13,020	0%	-1%
Graduate	3,451	3,588	3,686	3,871	3,826	-1.2%	10.9%
Professional	351	381	403	403	430	6.7%	22.5%
Total Female	**16,947**	**17,132**	**17,014**	**17,289**	**17,276**	**-0.1%**	**1.9%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Female Enrollment to Total Enrollment	**49.6%**	**49.3%**	**50%**	**50%**	**49.8%**		

Disabled Enrollment

Progress

In the past year:

- Disabled graduate enrollment increased by 0.7%, and professional enrollment by 125%.

In the past five years:

- Disabled professional enrollment increased by 28.6%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 6.6%.
- Total disabled enrollment decreased by 4.8%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.1%.

In the past five years:

- Disabled undergraduate enrollment decreased by 25.5%, and graduate enrollment by 3.5%.
- Total disabled enrollment decreased by 22%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.7%.

Disabled Enrollment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Undergraduate	850	795	729	678	633	-6.6%	-25.5%
Graduate	141	137	141	135	136	0.7%	-3.5%
Professional	7	5	4	4	9	125%	28.6%
Total Disabled	**998**	**937**	**874**	**817**	**778**	**-4.8%**	**-22%**
Total Enrollment	34,200	34,745	34,040	34,581	34,682	0.3%	1.4%
Percent of Total Disabled Enrollment to Total Enrollment	**2.9%**	**2.7%**	**2.6%**	**2.4%**	**2.2%**		

Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: Faculty, 11.2%; and Skilled Craft, 9.1%.
- The percentage of total minority employment to total employment increased by 0.1%.

In the past five years:

- The number of minority employees increased in two categories: Faculty, 16.7%, and Professional Non-Faculty, 8.8%. Total minority employment increased by 0.5%.
- The percentage of total minority employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of minority employees decreased in five categories: Executive/Administrative/Managerial, 13.2%; Professional Non-Faculty, 1.3%; Secretarial/Clerical, 9.9%; Technical/Paraprofessional, 6%; and Service/Maintenance, 15.2%. Total minority employment decreased by 2%.

In the past five years:

- The number of minority employees decreased in five categories: Executive/Administrative/Managerial, 11.5%; Secretarial/Clerical, 32.8%; Technical/Paraprofessional, 1.4%; Skilled Craft, 7.7%; and Service/Maintenance, 6.3%.

Minority Employment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Executive/Administrative/Managerial	52	53	57	53	46	-13.2%	-11.5%
Faculty	263	269	295	276	307	11.2%	16.7%
Professional Non-Faculty	217	238	251	239	236	-1.3%	8.8%
Secretarial/Clerical	122	116	103	91	82	-9.9%	-32.8%
Technical/Paraprofessional	143	149	149	150	141	-6%	-1.4%
Skilled Craft	13	12	11	11	12	9.1%	-7.7%
Service/Maintenance	143	149	174	158	134	-15.2%	-6.3%
Total Minority	**953**	**986**	**1,040**	**978**	**958**	**-2%**	**0.5%**
Total Employees	7,187	7,250	7,545	7,400	7,180	-3%	-0.1%
Percent of Total Minority Employees to Total Employees	**13.3%**	**13.6%**	**13.8%**	**13.2%**	**13.3%**		

Source: SIUC Factbook 2003-2004, SIUE MWD employment tables.

Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: Faculty, 10.5%; and Skilled Craft, 9.1%.

In the past five years:

- The number of Black employees increased in four categories: Faculty, 22.1%; Professional Non-Faculty, 5.6%; Technical/Paraprofessional, 4.4%; and Skilled Craft, 9.1%. Total Black employment increased by 0.4%.
- The percentage of total Black employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of Black employees decreased in five categories: Executive/Administrative/Managerial, 2.8%; Professional Non-Faculty, 4.5%; Secretarial/Clerical, 9.9%; Technical/Paraprofessional, 6%; and Service/Maintenance, 15.2%. Total Black employment decreased by 0.2%.

In the past five years:

- The number of Black employees decreased in three categories: Executive/Administrative/Managerial, 5.4%; Secretarial/Clerical, 21.9%; and Service/Maintenance, 6.3%.

Black Employment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Executive/Administrative/Managerial	37	41	41	36	35	-2.8%	-5.4%
Faculty	95	100	112	105	116	10.5%	22.1%
Professional Non-Faculty	160	177	187	177	169	-4.5%	5.6%
Secretarial/Clerical	105	116	103	91	82	-9.9%	-21.9%
Technical/Paraprofessional	135	149	149	150	141	-6%	4.4%
Skilled Craft	11	12	11	11	12	9.1%	9.1%
Service/Maintenance	143	149	174	158	134	-15.2%	-6.3%
Total Black	**686**	**744**	**777**	**728**	**689**	**-5.4%**	**0.4%**
Total Employees	7,187	7,250	7,545	7,400	7,180	-3%	-0.1%
Percent of Total Black Employees to Total Employees	**9.5%**	**10.3%**	**10.3%**	**9.8%**	**9.6%**		

Source: SIUC Factbook 2003-2004, SIUE MWD employment tables.

Native American Employment

Progress

In the past year:

- The number of Native American employees increased in five categories: Executive/Administrative/Managerial, 100%; Faculty, 40%; Secretarial/Clerical, 50%; Technical/Paraprofessional, 100%; and Skilled Craft, 50%. Total Native American employment increased by 42.9%.
- The percentage of total Native American employment to total employment increased by 0.1%.

In the past five years:

- The number of Native American employees increased in three categories: Executive/Administrative/Managerial, 100%; Faculty, 133.3%; and Technical/Paraprofessional, 100%. Total Native American employment increased by 25%.
- The percentage of total Native American employment to total employment increased by 0.1%.

Challenges

In the past year:

- No challenges.

In the past five years:

- The number of Native American employees decreased in two categories: Professional Non-Faculty, 133.3%; and Secretarial/Clerical, 25%.

Native American Employment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Executive/Administrative/Managerial	0	0	1	1	2	100%	100%
Faculty	3	3	6	5	7	40%	133.3%
Professional Non-Faculty	6	6	6	4	4	0%	-33.3%
Secretarial/Clerical	4	3	3	2	3	50%	-25%
Technical/Paraprofessional	0	0	0	0	1	100%	100%
Skilled Craft	0	0	0	0	0	0%	0%
Service/Maintenance	3	3	2	2	3	50%	0%
Total Native American	**16**	**15**	**18**	**14**	**20**	**42.9%**	**25%**
Total Employees	7,187	7,250	7,545	7,400	7,180	-3%	-0.1%
Percent of Total Native American Employees to Total Employees	**0.2%**	**0.2%**	**0.2%**	**0.2%**	**0.3%**		

Source: SIUC Factbook 2003-2004, SIUE MWD employment tables.

Asian Employment

Progress

In the past year:

- The number of Asian employees increased in four categories: Faculty, 14.3%; Secretarial/Clerical, 66.7%; Technical/Paraprofessional, 100%; and Service/Maintenance, 60%. Total Asian employment increased by 10.6%.
- The percentage of total Asian employment to total employment increased by 0.4%.

In the past five years:

- The number of Asian employees increased in five categories: Faculty, 13.4%; Professional Non-Faculty, 11.1%; Secretarial/Clerical, 66.7%; Technical/Paraprofessional, 50%; and Service/Maintenance, 100%. Total Asian employment increased by 15.8%.
- The percentage of total Asian employment to total employment increased by 0.4%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: Executive/Administrative/Managerial, 18.2%; and Professional Non-Faculty, 9.1%.

In the past five years:

- No challenges.

Asian Employment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Executive/Administrative/Managerial	9	7	9	11	9	-18.2%	0%
Faculty	134	136	135	133	152	14.3%	13.4%
Professional Non-Faculty	36	38	39	44	40	-9.1%	11.1%
Secretarial/Clerical	3	3	3	3	5	66.7%	66.7%
Technical/Paraprofessional	4	4	4	3	6	100%	50%
Skilled Craft	0	0	0	0	0	0%	0%
Service/Maintenance	4	3	2	5	8	60%	100%
Total Asian	**190**	**191**	**192**	**199**	**220**	**10.6%**	**15.8%**
Total Employees	7,187	7,250	7,545	7,400	7,180	-3%	-0.1%
Percent of Total Asian Employees to Total Employees	**2.6%**	**2.6%**	**2.5%**	**2.7%**	**3.1%**		

Source: SIUC Factbook 2003-2004, SIUE MWD employment tables.

Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in one category: Professional Non-Faculty, 4.5%.

In the past five years:

- The number of Hispanic employees increased in four categories: Faculty, 3.2%; Professional Non-Faculty, 53.3%; Technical/Paraprofessional, 66.7%; and Service/Maintenance, 25%. Total Hispanic employment increased by 7%.
- The percentage of total Hispanic employment to total employment increased by 0.1%..

Challenges

In the past year:

- The number of Hispanic employees decreased in three categories: Executive/Administrative/Managerial, 80%; Faculty, 3%; and Secretarial/Clerical, 11.1%. Total Hispanic employment decreased by 6.2%.

In the past five years:

- The number of Hispanic employees decreased in two categories: Executive/Administrative/Managerial, 83.3%; and Secretarial/Clerical, 20%.

Hispanic Employment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Executive/Administrative/Managerial	6	5	6	5	1	-80%	-83.3%
Faculty	31	30	37	33	32	-3%	3.2%
Professional Non-Faculty	15	17	19	22	23	4.5%	53.3%
Secretarial/Clerical	10	10	10	9	8	-11.1%	-20%
Technical/Paraprofessional	3	3	3	5	5	0%	66.7%
Skilled Craft	2	2	2	2	2	0%	0%
Service/Maintenance	4	3	5	5	5	0%	25%
Total Hispanic	**71**	**70**	**82**	**81**	**76**	**-6.2%**	**7%**
Total Employees	7,187	7,250	7,545	7,400	7,180	-3%	-0.1%
Percent of Total Hispanic Employees to Total Employees	**1%**	**1%**	**1.1%**	**1.1%**	**1.1%**		

Source: SIUC Factbook 2003-2004, SIUE MWD employment tables.

Female Employment

Progress

In the past year:

- The number of female employees increased in three categories: Faculty, 1.5%; Professional Non-Faculty, 1.4%; Technical/Paraprofessional, 0.2%; and Service/Maintenance, 60%.
- The percentage of total female employment to total employment increased by 1%.

In the past five years:

- The number of female employees increased in four categories: Faculty, 5.8%; Professional Non-Faculty, 10.9%; Skilled Craft, 41.7%; and Service/Maintenance, 100%. Total female employment increased by 2.4%.
- The percentage of total female employment to total employment increased by 1.3%.

Challenges

In the past year:

- The number of female employees decreased in two categories: Executive/Administrative/Managerial, 31.9%; and Secretarial/Clerical, 1.9%. Total female employment decreased by 1.1%.

In the past five years:

- The number of female employees decreased in three categories: Executive/Administrative/Managerial, 16%; Secretarial/Clerical, 3.4%; and Technical/Paraprofessional, 1.9%.

Female Employment

						Percent of Change	
	1999	*2000*	*2001*	*2002*	*2003*	*2002 to 2003*	*1999 to 2003*
Executive/Administrative/Managerial	150	154	177	185	126	-31.9%	-16%
Faculty	883	913	952	920	934	1.5%	5.8%
Professional Non-Faculty	962	987	1,054	1,052	1,067	1.4%	10.9%
Secretarial/Clerical	1,304	1,299	1,321	1,285	1,260	-1.9%	-3.4%
Technical/Paraprofessional	418	416	431	409	410	0.2%	-1.9%
Skilled Craft	12	9	9	10	17	0%	41.7%
Service/Maintenance	4	3	2	5	8	60%	100%
Total Female	**3,733**	**3,781**	**3,946**	**3,866**	**3,822**	**-1.1%**	**2.4%**
Total Employees	7,187	7,250	7,545	7,400	7,180	-3%	-0.1%
Percent of Total Female Employees to Total Employees	**51.9%**	**52.2%**	**52.3%**	**52.2%**	**53.2%**		

Source: SIUC Factbook 2003-2004, SIUE MWD employment tables.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

In the past year, SIUC has continued its efforts to meet the goals of Chancellor Walter Wendler's comprehensive planning document *Southern at 150: Building Excellence Through Commitment.* One of those goals was to foster, support, and nurture a campus community that ultimately reflects the rich diversity of the state, nation, and world. The chancellor's statement also identifies a group of principles that are expected to guide the university community's diversity efforts. Those guiding principles are:

a) Develop and support a multicultural climate on campus that will enhance the value of diversity for students, faculty, and staff.
b) Nurture an environment that is open to the diversity of ideas, opinions, and cultures, both socially and intellectually.
c) Recruit, hire, and retain faculty who are diverse in terms of gender, race, ethnicity, national origin, sexual orientation, disability, and cultural, socioeconomic, and religious differences, with the goal of reflecting the diversity of the larger society.
d) Enhance our programs, curriculum, and services to incorporate and acknowledge the value of diversity.
e) Enhance our efforts to maintain an undergraduate and graduate student population that is ethnically, geographically, and internationally diverse.
f) Provide information that assists faculty, staff, and students in recognizing, understanding, respecting, valuing, and celebrating human differences.

In the past year, the chancellor has established diversity as one of his priority goals, and he has appointed a campus-wide task force to examine the university's current approach to recruiting minority students and to prepare recommendations that would enhance current efforts and create more effective strategies. He personally has met with each academic dean to communicate his interest in and commitment to the recruitment of a diverse faculty.

A review of the findings in this report will provide evidence that SIUC continues to have one of the most ethnic and racially diverse student populations in the state of Illinois, if not in the nation, and that we are making progress toward decreasing the achievement gap between minority and non-minority students. The report also indicates that we are making some progress toward increasing the presence of minority faculty and staff. However, recruiting and retaining underrepresented ethnic and minority faculty and staff, particularly Hispanic faculty and staff, continue to be among our major challenges. We believe that the university community under the current administrative leadership will continue to make progress toward increasing the participation and achievement of underrepresented students, faculty, and staff.

Academic Achievement

Program Information

SIUC sponsors a variety of programs, services, and initiatives that are designed to enhance the academic potential and achievement of underrepresented students. The list includes but is not limited to the following programs: Future Scholars, the Center for Basic Skills, Student Support Services, the Minority Engineering Program and its Summer Bridge Program, the School of Law Tutorial Program, Project Achieve, the Business Minority Program, and Disability Support Services.

What follows is a brief description of some of the focused programs sponsored by the university to help enhance the academic achievement of underrepresented students.

The Future Scholars program provides opportunities for a selected group of entering freshmen to experience a four-week summer program, all expenses paid, while living on the SIUC campus and studying college-level courses in English, mathematics, or speech. Entering freshmen are able to earn six hours of college credit. Students in the program are offered support services until they graduate.

SIUC offers special services to selected incoming students who need academic assistance. The Center for Basic Skills, a selected admission program for entering freshmen, offers placement tests in reading, English, speech, study skills, and personal development. The program targets high school graduates who have the potential to succeed at SIUC even though they may not meet standard admission requirements. Support services available yearlong include advisement, peer mentoring, establishing a one-year education plan, learning assistance (such as group tutorials, study groups, and workshops that cover test anxiety, stress management, note-taking, and preparation for exams), academic counseling, and speech communication help.

The Center for Basic Skills determines a student's unique abilities and skills, arranges for skills and non-academic testing and advisement, and allows enrollment in regular classes, supplemented by a two-hour intensive orientation course. Tutorials, mentoring, and other workshops are provided free of charge.

The two-hour orientation course acquaints students with a comprehensive review of skills necessary to succeed in the first year of college.

Student Support Services, funded through the U.S. Department of Education, provides comprehensive academic, social, and cultural support services for 150 first-generation and low-income college students. Students are eligible and may choose to receive these services during their entire undergraduate careers. Services include academic coaching, focused workshops, professional development opportunities, social and cultural enrichment opportunities, and leadership development.

The Minority Engineering Program is an academic support program designed to increase enrollment, retention, and the graduation rate of racial and ethnic minority students. The program offers students educational enrichment, interaction with faculty, and support from peers with similar experiences and goals. Services available to students include admissions counseling, visitation weekends, new student orientation, tutoring, pre-engineering summer bridge, academic counseling, career development, scholarships, and focused workshops. The Minority Engineering Summer Bridge Program allows 20 minority students new to SIUC engineering to study for eight weeks in the summer, earning up to nine hours of college credit.

Project Achieve is a comprehensive, fee-for-service academic support program for college students with learning disabilities. The program serves the needs of about 150 students every year. The goal of the program is to provide the appropriate accommodation to a student, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided. Services provided to students include individually assigned tutors for classes, note-takers, test proctoring, private rooms for tutoring or studying, access to adaptive technology, and a computer lab that is open extended hours. There also are adapted texts (taped or electronic format); access to a current library of over 400 university-specific textbooks on tape; academic, career, and personal counseling; a section of University 101 for Achieve students; remedial classes; campus familiarization; and intervention for any campus-related issues, whether academic, social, or personal.

Disability Support Services coordinates physical and academic support services for SIUC students with disabilities. DSS serves about 500 students each year. Some of those students are learning disabled, some are blind or visually impaired, some are deaf or hard of hearing, some have mobility impairments, and some have brain injuries, chronic health conditions, or psychological disabilities. Services specifically for learning disabled students include tutor referrals, test proctoring (extra time, readers, scribes, quiet setting, and computers), note-takers, access to adaptive technology, campus familiarization, adapted tests and course materials (taped, enlarged, Braille, or electronic format), equipment loans (tape recorders, listening devices, etc.), consultation with instructors, and general guidance and counseling.

Information on Student Outcomes

SIUC continues to rank among the nation's top schools for graduating students of color, when considering both predominantly White institutions and all institutions. According to the annual survey by *Black Issues in Higher Education* magazine of degrees conferred in 2002-2003 by the nation's top 100 colleges and universities, SIUC ranked seventh among traditionally White institutions in the total number of degrees in all fields awarded to Black undergraduates.

When statistics from traditionally White institutions were combined with those from historically Black colleges and universities, SIUC ranked 19th in the total number of undergraduate degrees awarded to African Americans, second in the number of education degrees awarded to African Americans, third in the number of education degrees awarded to all minority students, and fourth in the number of bachelor's degrees in health professions and related clinical sciences awarded to African Americans.

The survey, which the magazine has conducted since 1992, also ranked SIUC:

- Eleventh in the number of bachelor's degrees in health professions and related clinical sciences awarded to all minority students.
- Tied for 15th in the number of bachelor's degrees awarded to Native American education majors.
- Nineteenth in the number of bachelor's degrees in education awarded to Hispanic students.
- Tied for 46th in the number of bachelor's degrees in health professions and related clinical sciences awarded to Hispanics.
- Tied for 12th in the number of master's degrees awarded to African American students in biological and biomedical sciences.
- Tied for 45th in the number of master's degrees in health professions and related clinical sciences awarded to African Americans.

Equality Index

Among SIUC's goals is to establish equity between the academic performance of ethnic and racial minorities and that of the traditional student population. In order to track and measure the achievement and progress of students of color, we compare their performance with that of White students in the Equality Index. An index of 100 percent is the ultimate goal and means that a particular minority group's performance has reached parity with that of White students. SIUC uses four benchmarks to assess and measure progress: grade point average, academic good standing, the second-year persistence rate, and the sixth-year graduation rate.

A look at the most recent data available on these benchmarks (Graphs 8-27) shows that most of them have remained fairly constant for four of the past five years, but have declined at least slightly during the last year. Most also show decreases from their positions five years ago. However, there have been three significant increases over the five-year period:

- The Sixth-Year Graduation Rate Equality Index for Hispanic students (Graph 22) increased 33 points from 59% in 1993 to 92% in 1997. The index reached 100% in 1996.
- The Second-Year Persistence Rate Equality Index for Black students (Graph 17) increased 11 points from 83% in 1998 to 94% in 2002. It reached 96% in 2001.
- The Second-Year Persistence Rate Equality Index for minority students (Graph 16) increased 8 points from 86% in 1998 to 94% in 2002. It also reached 96% in 2001.

Several of the Equality Index benchmarks have reached or exceeded 90% during the five-year recording period. Besides those already noted, they are:

- GPA Equality Indexes for Hispanic students (Graph 10) of 99% in 1999 and 2000, 97% in 2001, 94% in 2002, and 92% in 2003.
- A GPA Equality Index for minority students (Graph 8) of 90% in 2001.
- Academic Good Standing Equality Indexes for Hispanic students (Graph 14) of 99% in 1999 and 2000, 98% in 2001, 94% in 2002, and 93% in 2003.

- Academic Good Standing Equality Indexes for minority students (Graph 12) of 92% in 2001 and 90% in 1999, 2000, and 2002.
- An Academic Good Standing Equality Index for Black students (Graph 13) of 90% in 2001.
- Second-Year Persistence Rate Equality Indexes for Hispanic students (Graph 18) of 96% in 1998, 94% in 2002, and 92% in 2001.
- Second-Year Persistence Rate Equality Indexes both for minority students (Graph 16) and for Black students (Graph 17) of 90% in 2000.

During the five-year reporting span, three of the Equality Index benchmarks peaked in 2001, when the GPA Equality Index for minority students (Graph 8) and for Black students (Graph 9) stood at 90% and 87%, respectively; the Academic Good Standing Equality Index registered 92% for minority students (Graph 12) and 90% for Black students (Graph 13); and the Second-Year Persistence Rate Equality Index for both groups (Graphs 16 and 17) stood at 96%. The peaks for Hispanic students on those three benchmarks came earlier, with both a GPA Equality Index (Graph 10) and an Academic Good Standing Equality Index (Graph 14) of 99% in 1999 and 2000, and a Second-Year Persistence Rate Equality Index (Graph 18) of 96% in 1998. The Sixth-Year Graduation Rate Equality Index for all three groups peaked in 1996, at 100% for Hispanic students (Graph 22) and at 80% for both minorities (Graph 20) and Black students (Graph 21).

What follows is a brief description of the institution's accomplishments in four academic areas during a five-year reporting span.

Total Undergraduate Students' Grade Point Average and Academic Good Standing (Figure 1)

In 2003, the total student body grade point average was 2.86. That same year, 88% of the total student population was in academic good standing. In the past five years, there was no significant change in the grade point average or the percentage of students in academic good standing. In 2003, White students' grade point average was 2.85, and 89% of all White students were in academic good standing (Figure 1a). There was no significant change in the grade point average or the percentage of White students in academic good standing during either the past year or the past five years.

Minority Undergraduate Students' Grade Point Average and Academic Good Standing (Figure 2)

In the past year, minority students' grade point average decreased 3.1% from 2.54 in 2002 to 2.46 in 2003. In the five-year period, the grade point average decreased 3.9% from 2.56 in 1999 to 2.46 in 2003.

A comparison of the grade point average of minority students with that of White students shows that the GPA Equality Index for minority students was 86% in 2003, a decrease from 89% in 2002. The GPA Equality Index also decreased from 89% in 1999 to 86% in 2003.

In the past year, the percentage of minority students in academic good standing decreased 4.9% from 81% to 77%. The change was the same over the past five years. In the past year, the Academic Good Standing Equality Index for minority students decreased from 90% in 2002 to 87% in 2003. The five-year change was the same.

Black Undergraduate Students' Grade Point Average and Academic Good Standing (Figure 2a)

In the past year, Black students' grade point average decreased 3.3% from 2.46 in 2002 to 2.38 in 2003. In the five-year period, the grade point average decreased 3.6% from 2.47 in 1999 to 2.38 in 2003.

The GPA Equality Index for Black students decreased from 86% in 2002 to 84% in 2003. It showed the same decrease from 1999 to 2003.

In the past year, the percentage of Black students in academic good standing decreased 5.1% from 79% in 2002 to 75% in 2003. The change was the same over the past five years. In the past year, the Academic Good Standing Equality Index for Black students decreased from 88% in 2002 to 84% in 2003. The change was the same over the past five years.

Hispanic Undergraduate Students' Grade Point Average and Academic Good Standing (Figure 3)

In the past year, there was a 3% decrease in Hispanic students' grade point average from 2.71 in 2002 to 2.63 in 2003. In the five-year period, the grade point average decreased 7.1% from 2.83 in 1999 to 2.63 in 2003.

The GPA Equality Index comparing White and Hispanic students decreased from 94% in 2002 to 92% in 2003. In the past five years, it decreased from 99% in 1999 to 92% in 2003.

In the past year, the percentage of Hispanic students in academic good standing decreased 2.4% from 85% in 2002 to 83% in 2003. In the past five years, the percentage decreased 6.7% from 89% in 1999 to 83% in 2003. In the past year, the Academic Good Standing Equality Index comparing Hispanic and White students' performance decreased slightly from 94% in 2002 to 93% in 2003. In the five-year period, it decreased from 99% in 1999 to 93% in 2003.

Students with Disabilities Grade Point Average and Academic Good Standing (Figure 6)

In the past year, the grade point average of students with disabilities decreased slightly from 2.56 in 2002 to 2.55 in 2003. In the past five years, the group's grade point average decreased 3% from 2.63 in 1999 to 2.55 in 2003.

The percentage of students with disabilities in academic good standing decreased 3.6% from 84% in 2002 to 81% in 2003. Over the five-year period, the percentage in good standing decreased 5.8% from 86% in 1999 to 81% in 2003.

Female Undergraduate Students' Grade Point Average and Academic Good Standing (Figure 5a)

In the past year, the grade point average of female undergraduate students increased 0.3% from 2.94 in 2002 to 2.95 in 2003. In the past five years, the group's grade point average increased 2.8% from 2.87 in 1999 to 2.95 in 2003.

The GPA Equality Index comparing female and male undergraduate students remained at 105% in 2002 and 2003. It increased slightly from 104% in 1999.

The percentage of female undergraduate students in good standing remained the same at 91% in 2002 and 2003. Over the five-year period, the percentage in good standing increased 2.2% from 89% in 1999 to 91% in 2003. The Academic Good Standing Equality Index increased from 105% in 2002 to 106% in 2003. In the five-year period, it increased from 102% in 1999 to 106% in 2003.

Persistence from Freshman to Sophomore Year (Figures 7, 8, 8a, 9, and 11a)

The percentage of students who returned to the institution for their second year is another traditional method used to assess academic achievement. The percentage of the total freshman class that returned for their second year decreased 4.2% from 71% in 2001 to 68% in 2002 (Figure 7). In the same period, the second-year persistence rate of minority students decreased 2.9% from 69% in 2001 to 67% in 2002 (Figure 8). Black students' persistence rate also decreased 2.9% from 69% in 2001 to 67% in 2002 (Figure 8a). In the same period, the percentage of Hispanic students who returned their second year increased 1.5% from 66% in 2001 to 67% in 2002 (Figure 9). The percentage of female students who returned their second year decreased 4% from 75% in 2001 to 72% in 2002 (Figure 11a).

For the five-year period, the percentage of the total undergraduate student population that enrolled the second year decreased 1.4% from 69% in 1998 to 68% in 2002 (Figure 7). The second-year persistence rate of minority students increased 8.1% from 62% in 1998 to 67% in 2002 (Figure 8). In the same period, the Black students' persistence rate increased 11.7% from 60% in 1998 to 67% in 2002 (Figure 8a). Hispanic students' second-year persistent rate decreased 2.9% from 69% in 1998 to 67% in 2002 (Figure 9). Female students' second-year persistence rate decreased 1.4% from 73% in 1998 to 72% in 2002 (Figure 11a).

The Second-Year Persistence Rate Equality Index between minority and White students (Figure 8) decreased from 96% in 2001 to 94% in 2002. For the five-year period, it increased from 86% in 1998 to 94% in 2002. The Equality Index between Black and White students' persistence rates (Figure 8a) decreased from 96% in 2001 to 94% in 2002. For the five-year period, the Equality Index increased from 83% in 1998 to 94% in 2002. The Equality Index between Hispanic and White students' persistence rates (Figure 9) increased from 92% in 2001 to 94% in 2002. For the five-year period, it decreased from 96% in 1998 to 94% in 2002. The Second-Year Persistence Rate Equality Index comparing female and male students (Figure 11a) decreased from 112% in 2001 to 109% in 2002. Over the five-year span, it decreased from 111% in 1998 to 109% in 2002.

Sixth-Year Graduation Rates of Entering Freshmen (Figures 12, 13, 13a, 14, and 16a)

The percentage of all entering freshmen who graduated within six years is another measure of academic achievement. The percentage of the total freshman class that graduated in six years increased 12.8% from 39% in 1996 to 44% in 1997 (Figure 12). The percentage of minority students who graduated in six years increased 3% from 33% in 1996 to 34% in 1997 (Figure 13). In the same period, the percentage of Black students who graduated in six years remained at 33% in both 1996 and 1997 (Figure 13a). The percentage of Hispanic students who graduated in six years increased 7.3% from 41% in 1996 to 44% in 1997 (Figure 14). The percentage of female students graduating within six years increased 11.4% from 44% in 1996 to 49% in 1997 (Figure 16a).

For the five-year period, the percentage of all entering freshmen who graduated within six years increased 12.8% from 39% in 1993 to 44% in 1997 (Figure 12). The percentage of minority students who graduated in six years increased 13.3% from 30% in 1993 to 34% in 1997 (Figure 13). In the same period, the percentage of Black students who graduated in six years increased 6.5% from 31% in 1993 to 33% in 1997 (Figure 13a). The percentage of Hispanic students who graduated in six years increased 83.3% from 24% in 1993 to 44% in 1997 (Figure 14). The percentage of female students graduating within six years increased 11.4% from 44% in 1993 to 49% in 1997 (Figure 16a).

The Sixth-Year Graduation Rate Equality Index comparing minority and White students (Figure 13) decreased from 80% in 1996 to 71% in 1997. For the five-year period, the Equality Index decreased from 73% in 1993 to 71% in 1997. The Equality Index comparing White and Black students (Figure 13a) decreased from 80% in 1996 to 69% in 1997. For the five-year period, it decreased from 76% in 1993 to 69% in 1997. The Equality Index for Hispanic students (Figure 14) decreased from 100% in 1996 to 92% in 1997. It increased from 59% in 1993 to 92% in 1997. The Equality Index between the sixth-year graduation rates of male and female students (Figure 16a) decreased from 129% in 1996 to 126% in 1997. For the five-year period, it remained the same at 126% in 1993 and 1997.

Institutional Effective Practice

Future Scholars

Purpose

Since 1991, Southern Illinois University Carbondale has sponsored a pre-college academic program for scholastically promising minority high school students. The accelerated college entry program, titled "Future Scholars," is conducted during the month of July. It was designed to provide pre-college high school graduates, an "advanced" group, with an opportunity to take college credit courses in English, mathematics, and/or speech and to offer upper-level high school students, an "intermediate" group, an opportunity to participate in course instruction in a university environment as a preparatory experience. Students also participate in workshops and seminars in career development and personal development.

Description of Program

Financial assistance (tuition, books, housing, and meals) for all participants is provided by SIUC. Normally 40 students—20 advanced and 20 intermediate—are selected to participate. Generally, participants are from Illinois high schools and represent a diverse geographical background.

The general goals of the program are to a) acquaint students with the SIUC residential culture and requirements of personal responsibility and maturity through a living experience in a dormitory setting on the SIUC campus, b) build academic skills in English, mathematics, and speech, c) prepare students for university entrance and successful academic performance, and d) help students focus on career development through seminars and workshops on career options.

In the beginning, most of the students were from the southern Illinois area. Recently, many of the advanced students have been from the Chicago area. At the conclusion of the four-week session, post-program evaluations are conducted to assess:

1) Course grades and grade point averages
2) Instructors' evaluation of students' performance
3) Students' perspective of the prestige of selected occupations
4) Students' evaluation of courses and instructors
5) Students' evaluation of the program
6) Parents' evaluation of the program

In the past two years, the program has been restructured to accept only entering freshmen who have enrolled at SIUC. This decision was reluctantly made to maximize the funds available to support the program and to enhance the recruitment of talented minority students to SIUC. A review of follow-up data revealed that although many of the students who participated in the intermediate program were attending college, many were not selecting SIUC.

The success of the program can be directly attributed to some of the following characteristics:

1) Motivated students
2) Supportive parents
3) Focus on academic development
4) Trained and caring professional instructional staff
5) High expectations
6) Supportive environment
7) Opportunity to interact with students of similar interests, values, and goals

Evidence of Success

Evaluations obtained from students' parents, university instructors, counselors, and administrative staff indicate that the Future Scholars program has been a success. The majority of the students do very well in their initial college courses. Most students in the advanced courses achieve grade points of 3.5 or higher, and many complete their first college semester with a 4.0 grade point average. Most of the intermediate high school students demonstrated the potential to earn A's or B's in freshman-level courses.

Overall remarks by students and parents indicated that both groups were extremely positive and highly satisfied with the program's direction and the college experience. Students report that they gained new academic skills and study techniques that will benefit them in their educational pursuit, and they found that the program met their expectations. Parents report that their children had developed stronger interests in their education and in selecting a major and were demonstrating more self-confidence after participating in the summer program. The sixth-year graduation rates of African American Future Scholars generally compare well with those of the total African American and Hispanic student population (Graph 28).

Trend Data

Progress – Enrollment

In the past year:

- The number of entering minority freshmen increased 7.1% from 592 or 25.3% in 2002 to 634 or 25.4% in 2003 (Figure 21a).
- The number of entering Black freshmen increased 6.3% from 461 or 19.7% in 2002 to 490 or 19.6% in 2003 (Figure 22).
- The number of entering Hispanic freshmen increased 4.7% from 86 or 3.7% in 2002 to 90 or 3.6% in 2003 (Figure 22a).
- The number of minority professional students increased 3.8% from 131 or 18.5% in 2002 to 136 or 18.4% in 2003 (Figure 17a).
- The number of Black and Hispanic graduate students increased 2.3% and 6.6% respectively from 2002 to 2003 (Figures 18 and 18a).

In the past five years:

- Black graduate student enrollment increased 22.1% from 326 or 8.7% in 1999 to 398 or 9.3% in 2003 (Figure 18).
- Black professional student enrollment increased 26.7% from 60 or 8.2% in 1999 to 76 or 10.3% in 2003 (Figure 18).
- Hispanic graduate student enrollment increased 55.8% from 52 or 1.4% in 1999 to 81 or 1.9% in 2003 (Figure 18a).
- Female graduate student enrollment increased 13% (Figure 20).
- Female professional student enrollment increased 16.2% (Figure 20).
- The number of minority graduate students increased 19.6% from 464 or 12.3% in 1999 to 555 or 13% in 2003 (Figure 17a).
- Minority professional student enrollment increased 5.4% from 129 or 17.6% in 1999 to 136 or 18.4% in 2003 (Figure 17a).
- The number of entering minority freshmen increased 24.6% from 509 or 21.1% in 1999 to 634 or 25.4% in 2003 (Figure 21a).
- The number of entering Black freshmen increased 20.7% from 406 or 16.8% in 1999 to 490 or 19.6% in 2003 (Figure 22).
- The number of entering Hispanic freshmen increased 36.4% from 66 or 2.7% in 1999 to 90 or 3.6% in 2003 (Figure 22a).
- The number of Black graduate and professional students increased 22.1% and 26.7% respectively (Figure 18).

Progress – Employment

In the past year:

- The total number of minorities employed in all classifications increased 2.8% from 465 or 10% in 2002 to 478 or 10.5% in 2003 (Figure 33a).

- The number of minorities in tenure-track faculty positions increased 5.9% from 34 or 12.7% in 2002 to 36 or 13.5% in 2003 (Figure 37a).
- The number of female hires increased 37.5% from 296 or 49% in 2002 to 407 or 61.5% in 2003 (Figure 28).
- The number of female faculty hires increased 78% from 91 or 39.2% in 2002 to 162 or 52.1% in 2003 (Figure 28).

In the past five years:

- The number of minorities employed in both tenure-track and other faculty positions increased by 44% and 45.1% respectively (Figure 37a).
- The number of Hispanics employed in professional positions increased 55.6% from 9 or 1.5% in 1999 to 14 or 2.2% in 2003 (Figure 34a).
- The number of Black faculty increased in all areas: tenured faculty, 8.3%; tenure track, 58.3%; tenured and tenure track combined, 33.3%; other, 17.4%; and total faculty, 25.5% (Figure 38).

Challenges – Enrollment

In the past year:

- The number of students with disabilities decreased 11.4% from 606 or 2.8% in 2002 to 537 or 2.5% in 2003 (Figure 20a).

In the past five years:

- Minority student enrollment decreased 10.9% (Figure 17a).
- Minority undergraduate student enrollment decreased 15.6% from 3,401 or 19.1% in 1999 to 2,869 or 17.5% in 2003 (Figure 17a).
- The number of students with disabilities decreased in the following classifications: undergraduate, 40.6%; graduate, 2.5%; and total, 34.3% (Figure 20a).
- The number of Black undergraduate students decreased 16.9% from 2,545 or 14.3% in 1999 to 2,114 or 12.9% in 2003 (Figure 18).
- The number of Hispanic professional students decreased 29.2% from 24 or 3.3% in 1999 to 17 or 2.3% in 2003 (Figure 18a).

Challenges – Employment

In the past year:

- The number of Hispanic employees decreased 8.9% from 56 or 1.2% in 2002 to 51 or 1.1% in 2003 (Figure 34a).
- The number of Blacks employed decreased in three categories: professional, 4.8%; civil service, 5.7%; and total, 3.3% (Figure 34).

In the past five years:

- The number of minorities hired in all classifications decreased: administrative, 40%; professional, 46.3%; civil service, 19.2%; faculty, 20%; and total, 28.8% (Figure 25a).
- The total number of Black hires decreased 22.6% from 62 or 7% in 1999 to 48 or 7.3% in 2003 (Figure 26).
- The number of Hispanic hires decreased 33.3% from 12 or 1.4% in 1999 to 8 or 1.2% in 2003 (Figure 26a).

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Southern Illinois University Edwardsville, located on 2,660 acres of beautiful rolling hills, trees, and lakes, provides outstanding undergraduate and graduate education. Though located in a rural setting, it is less than one-half hour from downtown St. Louis. The campus provides a safe environment with dedicated and talented faculty and staff.

SIUE serves traditional college-aged undergraduate students as well as older, part-time, and minority students. It offers a broad range of quality educational programs on an architecturally beautiful campus.

The Statement on Diversity at SIUE reminds students, faculty, staff, and the community of the university's commitment to a diversified student body and workforce.

> *SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future. Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity.*

The information on trend data shows five-year and one-year differences on three measures: undergraduate enrollment, faculty, and overall workforce. Over the five-year period undergraduate enrollment has increased more than 13 percent. Total faculty increased by more than 6 percent, with minority and women faculty showing increases. The total workforce experienced an increase of more than 4 percent, though there were decreases in minority and women employees. One-year trend data show a more than 5 percent increase in total undergraduate enrollment, with increases in minority students and students with disabilities. Faculty increased by almost 3 percent during the one-year period, with increases in all racial/ethnic/gender groups. Workforce trend data for the one-year period show decreases in most categories. This information was taken from Tables 1.A and 4.A in the SIUE data section.

Academic Achievement

Student satisfaction, retention, and graduation are all influenced by academic achievement. Measures of academic achievement at SIUE include grade point average, academic status, and degree completion. The information below shows academic achievement data over a five-year period. These data indicate an increase in grade point average and academic status for all underrepresented groups from fall 1999 to fall 2003. Graduation rates remained similar between 1999 and 2003, though there was a significant increase in the number of women graduates in 2003 when compared to 1999. These data are found in Tables 2.A, 2.B, and 3.A in the SIUE data section.

Undergraduate students' cumulative grade point average

	Fall 1999	Fall 2003	Change
Black Non-Hispanic	2.36	2.49	+0.13
Hispanic*	2.69	2.80	+0.11
Asian/Pacific Islander*	2.60	2.72	+0.12
Women	2.84	2.96	+0.12
Disabled Students	2.67	2.68	+0.01

Undergraduate students in good standing

	Fall 1999	Fall 2003	Change
Black Non-Hispanic	80%	84%	+4%
Hispanic*	85%	90%	+5%
Asian/Pacific Islander*	83%	86%	+3%
Women	91%	93%	+2%
Disabled Students	90%	90%	+0%

Undergraduate student degree completion

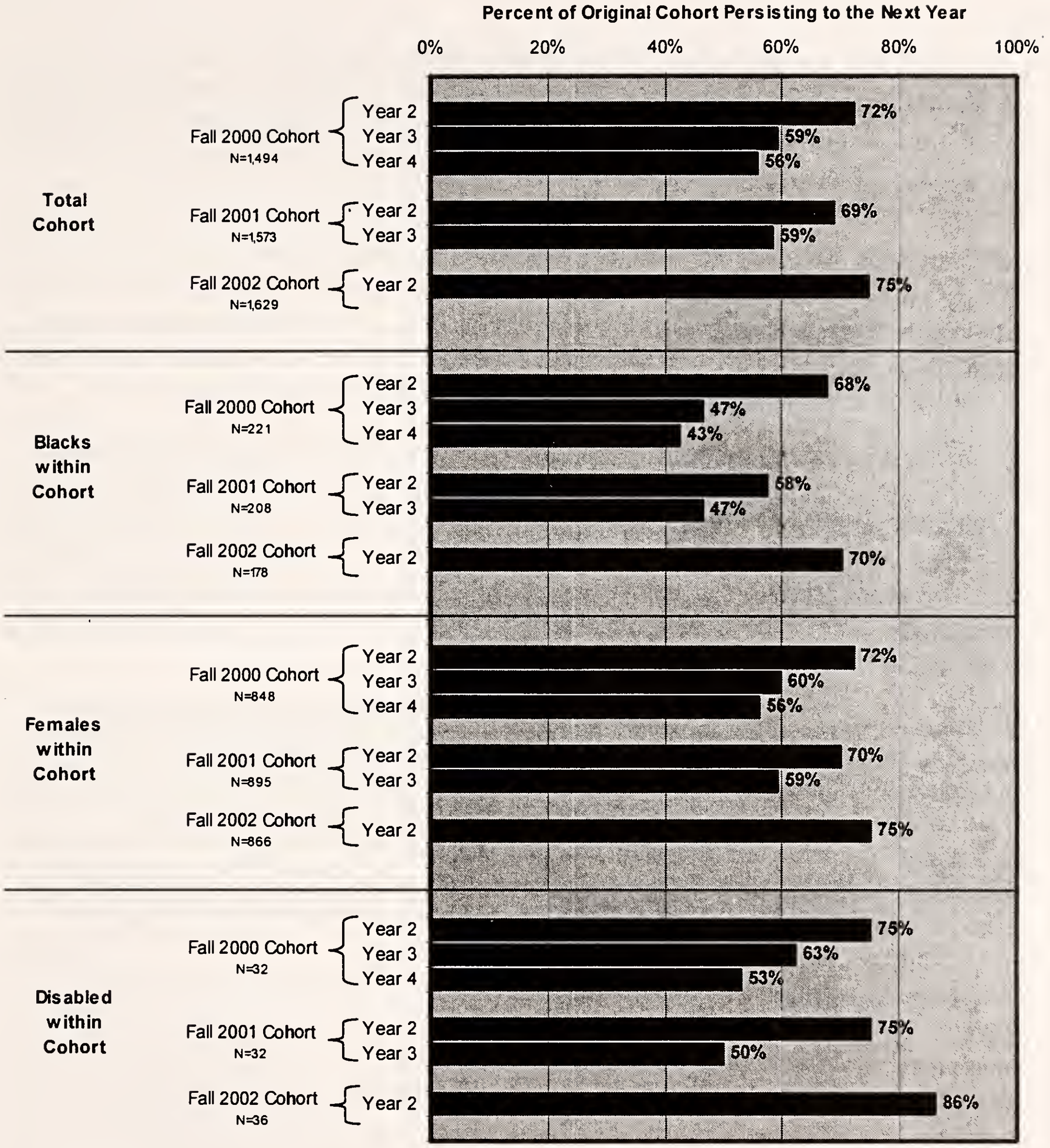
	Fall 1999	Fall 2003	Change
Black Non-Hispanic	126	126	+0
Hispanic*	23	25	+2
Asian/Pacific Islander*	25	22	-3
Women	897	1,151	+254
Disabled Students	21	25	+4

**Hispanic and Asian/Pacific Islander each represent less than 2 percent of the student population. American Indian students account for less than one-half of 1 percent of the population and are therefore not shown in these analyses.*

The following table gives quantitative persistence rates by race, gender, and disability for full-time, first-time freshmen at SIUE for fall 2000, 2001, and 2002.

Southern Illinois University Edwardsville

Year to Year Persistence Rates
New First-Time, Full-Time Freshmen
Fall 2000 Cohort to Fall 2002 Cohort



Comments:
- The percent persisting includes those members of the cohort who were enrolled in the next fall term or who had graduated by then.
- The cohorts are based on IPEDS Graduation Rate Study definitions.
- Disability status is determined by use of SIUE Disability Support Services.

Sources: Fall SIS 10th Day Extract Files; Fiscal Year Commencement Files.

Data in the above table indicate that persistence rates in the fall 2002 cohort have increased in all groups when compared to the fall 2000 and the fall 2001 cohorts. The greatest increase in persistence rates is in the Students with Disabilities cohort, with 86% of the students persisting in Year 2 from fall 2002. The lowest persistence rates are in the Black (African American) cohort, though there is a 2% increase in the fall 2002 cohort compared to the fall 2000 cohort.

Information on Student Outcomes

Forty-five graduates earned Doctor of Dental Medicine degrees, and the class was honored for earning a tenth-place national ranking on the National Board Dental Part II Exams. The ranking marked the third consecutive year that students of the SIUE School of Dental Medicine have earned a top ten ranking on the exam. Three (6.6%) of the graduates were minority students.

During 2003-2004, a total of 43 students participated in Project GAIN (Get Ahead In Nursing). Thirty-six of the students (84%) were African American. A total of 15 Project GAIN students completed a degree in nursing during this period. Ten (67%) of the graduates were African American. A Project GAIN student was awarded a $5,000 scholarship underwritten by the Johnson and Johnson Foundation.

The following is a description of programs at the East St. Louis Center, which includes tutoring programs, transition programs (easing transition from high school to college), and academic enrichment programs. These programs exemplify effective practices in improving the achievement of underrepresented student groups. Each program is designed to serve students in middle and/or high school from underrepresented and educationally and/or economically disadvantaged groups. Due to the geographic areas and target schools served by these programs, students served consist of 90-100% African Americans.

GEAR UP - College preparatory program designed to provide services to a cohort of students beginning at grade 6 and continuing through graduation from high school. Program services are provided in three components: direct services to students, promoting parental involvement, and staff development. Direct services to students include tutoring and enrichment instruction. The overall goal is to ensure that students complete high school, having completed a core curriculum for successful entry into post-secondary education. GEAR UP serves 240 students in the East St. Louis, IL, school district. Students are currently rising 11th-graders.

Outcomes (2002-2003)

- 74% retention rate from 9th grade to 10th grade

Outcomes (2003-2004)

- 100% of students promoted to next grade level (10th to 11th)
- 100% participation in computer assisted lab, mentoring, academic advising, and career planning

Talent Search - College preparatory program for students in grades 6 through 12 that provides assistance in financial aid and scholarship searches, assistance in selection of post-secondary programs, assistance in completing admissions and financial aid applications, academic advisement, classroom tutorial services, and academic enrichment instruction. The program serves 600 students in the East St. Louis, Cahokia, Brooklyn, and Venice, IL, school districts.

Outcomes (2002-2003)
- 100% retention rate
- 80% of program graduates enrolled in post-secondary education programs

Outcomes (2003-2004)
- 100% retention rate
- 90% high school graduation rate

Upward Bound Math and Science College Preparatory Center - College preparatory program for high school students with an identified interest in mathematics, science, and related fields of study. The goal of the program is to enhance student success in high school and post-secondary education programs. Services to students include tutoring, enrichment instruction, educational and career counseling/guidance, early college experience activities, and career awareness activities. The program serves 50 students from the East St. Louis, Brooklyn, and Cahokia, IL, school districts. Students are scheduled into academic year and summer (residential component) activities to promote mathematics and science studies.

Outcomes (2002-2003)
From graduate follow-up:
- 93% post-secondary placement rate
- 40% selection of math or science field of study

Of 9th-grade participants enrolled:
- 99% retention rate
- 90% of participants earned 2.5 or better GPA on 4.0 scale

Outcomes (2003-2004)
- 71% of participants earned 2.5 or better GPA on 4.0 scale
- 88% retention rate

Upward Bound EC (Formerly Upward Bound/Science Awareness) - College preparatory program for 150 high school students in the East St. Louis and Cahokia, IL, school districts designed to enhance the likelihood of their success in high school and post-secondary education programs. Students participate in after-school, weekend, and summer education-related motivational activities, enrichment instruction in mathematics, science, language arts and computer science, tutorial sessions, summer career shadowing components, recreational activities, and a summer bridge program for graduating seniors.

Outcomes (2002-2003)
- 100% high school graduation rate
- 72% retention rate
- 72% of graduates enrolled in post-secondary education programs

Outcomes (2003-2004)
- 75% retention rate
- 97% high school graduation rate
- 97% post-secondary program placement

Upward Bound BEV (Formerly Upward Bound II) - College preparatory program for 65 high school students in the Brooklyn, East St. Louis (Charter School), and Venice, IL, school districts. The program enhances the likelihood of student success in high school and post-secondary education programs. Students participate in after-school, weekend, and summer enrichment instruction in mathematics, science, language arts, social studies and computer science, tutorial sessions, and educational, career awareness, and recreational workshops.

Outcomes (2002-2003)

- 100% graduation rate
- 85% retention rate
- 100% of graduates enrolled in post-secondary programs

Outcomes (2003-2004)

- 69% retention rate
- 96% high school graduation rate
- 96% post-secondary program placement

Institutional Effective Practice

Supporting the Academic Achievement of African American Males

Project GAME (Goal-Oriented African American Males Excel)

Research both at Southern Illinois University Edwardsville and nationally indicates that African American male students have significantly lower rates of persistence and retention than other students. According to data reported by Institutional Research at SIUE, 79% of Black non-Hispanic male students entering the university in fall of 1994 were no longer in attendance by the 1997 academic year. In its "Status Report on Minorities in Education," the American Council on Education cited the lack of positive self concept, unrealistic self appraisal, the negative aspects of racism, the lack of long-range goals, and the lack of a strong support person or network as the primary factors contributing to the lack of retention of African American male students. Project GAME was developed and implemented to improve academic success, persistence rates, and retention of African American male students attending SIUE.

Program Process and Procedures

Each year since fall 1999, between 25 and 30 newly admitted residential male African American freshman students have been invited to participate in the GAME program. Project GAME is designed as an intensive one-year experience. During the fall semester the participants are required to enroll in University 112 (University Experience), a two-credit academic course that focuses on personal development and honing academic skills. Specific issues include developing self-concept, personal image, college support systems, enhancing cultural identity, maintaining connections with family, volunteerism, and planning for a career. During the spring term participants are required to enroll in Academic Development 115 (College Study Skills), a one-hour academic course. Issues addressed include learning styles, time management, test anxiety, test taking skills, and stress management. During the spring semester Project GAME students participate in organized volunteer projects that directly impact the Black community and interact with business and community leaders. During the year, Project GAME students have on-going mentoring and 24-hour access to program staff.

Objectives of the Program

Improving the retention, academic success, and persistence rates of African American male students are the goals of the program. Each Project GAME participant is expected to strive to reach the following objectives:

(1) Participants will achieve a grade point average of 2.5 or higher at the end of the freshman year.
(2) Participants will return to SIUE to begin their sophomore year.
(3) Participants will identify a potential career.
(4) Participants will become involved in campus life.
(5) Participants will achieve the grade of "A" in University 112.

All participants sign and agree to GAME's *Commitment to Success Contract* in which they pledge to:

Give 100% to the goals and expectations of the project.
Assist in the development and growth of the University by serving as a model and mentor to others who might benefit from my experience.
Improve my mental, physical and spiritual development.
Gain a knowledge and appreciation of my history and culture.
Focus on goals and objectives that will enhance my career development.
Improve my ability to communicate more effectively.
Strive for the highest level of academic performance.
Develop my leadership and professional skills.
Volunteer for programs and activities that will allow me to contribute in positive ways to the development of the African American community.
Maintain a commitment and connection to my family by contacting a significant member at least once a week.
Attend the required study sessions outside of class.
Participate in both the fall and spring semesters of Project GAME.

Project GAME Staff

Project GAME faculty and staff include the vice chancellor for student affairs, the director of Student Support Services, the assistant to the provost, and a graduate assistant. Various other faculty members and professionals from academic and student service units provide classroom presentations and program activities. Community leaders and former successful students serve as classroom presenters and role models.

Program Assessment and Evaluation

The university's director of assessment evaluated the effectiveness of Project GAME using grade point average, retention, and hours completed toward graduation as measures. The director concluded that Project GAME fosters increased academic performance that is significant, increased retention, and some enhanced progress toward degree completion. The table below gives comparison data between Project GAME students, a non-GAME African American male cohort group, and other full-time, first-time freshman cohorts. Evaluation of the data shows Project GAME has had a positive influence on retention when compared to other cohort groups.

Project GAME Retention

Entering Year	# of **Project GAME** students	# in **Non-GAME** cohort (Student Support Services African American male freshmen)	Still Enrolled Fall-	**Project GAME** (Number)	**Non GAME** (Number)	**Full-time, first-time freshman cohorts** regardless of race or gender
1999	30	40	2000	76% (23)	60% (24)	71.2%
			2001	60% (18)	42% (17)	58.7%
			2002	46% (14)	37.5% (15)	36%
			2003	46% (14)	40% (16)	33.8% (estimated)
			Graduated	20% (6)	10% (4)	18.6%
2000	29	23	2001	68% (20)	60% (14)	72.2%
			2002	48% (14)	47% (11)	58.8%
			2003	34.5% (10)	47% (11)	55.3% (estimated)
			Graduated	3.4% (1)	0	0.7% (estimated)
2001	17	21	2002	70% (12)	61% (13)	68.8%
			2003	53% (9)	47.6% (10)	58.6% (estimated)
2002	23	23	2003	78% (18)	87% (20)	75%
2003	28	23	2004	Not available	Not available	Not available

Trend Data

Undergraduate Enrollment 1999 and 2003

	1999	2003	Number/Percent Change	
Total Enrollment	9,313	10,563	+1,250	+13.4%
Minority	15.4%	14.5%	(-0.9%)	
Black	12.2%	10.8%	(-1.4%)	
American Indian	0.5%	0.3%	(-0.2%)	
Asian	1.4%	1.8%	+0.4%	
Hispanic	1.4%	1.6%	+0.2%	
Women	59.0%	55.2%	(-3.8%)	
Disabled	1.7%	2.1%	+0.4%	

Faculty 1999 and 2003

	1999	2003	Number/Percent Change	
Total	719	763	+44	+6.1%
Minority	12.5%	13.2%	+0.7%	
Black	5.7%	6.0%	+0.3%	
American Indian	0.0%	0.3%	+0.3%	
Asian	5.4%	5.5%	+0.1%	
Hispanic	1.4%	1.4%	+0.0%	
Women	40.3%	42.7%	+2.4%	

Total Workforce 1999 and 2003

	1999	2003	Number/Percent Change	
Total	2,165	2,261	+96	+4.4%
Minority	21.0%	19.5%	(-1.5%)	
Black	18.0%	16.1%	(-1.9%)	
American Indian	0.0%	0.1%	+0.1%	
Asian	2.1%	2.3%	+0.2%	
Hispanic	0.9%	0.9%	+0.0%	
Women	58.1%	57.9%	(-0.2%)	

Undergraduate Enrollment 2002 and 2003

	2002	2003	Number/Percent Change	
Total Enrollment	10,014	10,563	+549	+5.5%
Minority	14.2%	14.5%	+0.3%	
Black	10.8%	10.8%	+0.0%	
American Indian	0.4%	0.3%	(-0.1%)	
Asian	1.5%	1.8%	+0.3%	
Hispanic	1.5%	1.6%	+0.1%	
Women	56.4%	55.2%	(-1.2%)	
Disabled	2.0%	2.1%	+0.1%	

Faculty 2002 and 2003

	2002	2003	Number/Percent Change	
Total	742	763	+21	+2.8%
Minority	12.5%	13.2%	+0.7%	
Black	5.7%	6.0%	+0.3%	
American Indian	0.0%	0.3%	+0.3%	
Asian	5.5%	5.5%	+0.0%	
Hispanic	1.3%	1.4%	+0.1%	
Women	42.0%	42.7%	+0.7%	

Total Workforce 2002 and 2003

	2002	2003	Number/Percent Change	
Total	2,296	2,261	(-35)	(-1.5%)
Minority	21.0%	19.5%	(-1.5%)	
Black	17.9%	16.1%	(-1.8%)	
American Indian	0.0%	0.1%	+0.1%	
Asian	2.1%	2.3%	+0.2%	
Hispanic	0.9%	0.9%	+0.0%	
Women	58.4%	57.9%	(-0.5%)	

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

SIU School of Medicine is a state-supported medical school established in 1970 to assist the people of central and southern Illinois in meeting their health care needs through education, service, and research. This mission drives the school's development as the focus of a university medical center for downstate Illinois. Integral to this mission is the need to reflect the region's socio-economic, ethnic, and cultural diversity as a means of maintaining the vitality and relevance of the school's academic and service programs.

Unlike the university or other medical schools in Illinois, SIU School of Medicine is limited to accepting only medical students who are Illinois residents. Further, the school's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a measure of its diversity in the composition of its student, staff, and faculty populations.

Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty, and staff that will mirror the 10.1% minority population for the central and southern Illinois counties served by the school (based on U.S. Census data).

The focus of this report, as requested by the Illinois Board of Higher Education (IBHE), is on academic achievement.

Academic Achievement

Educational Environment

The school encompasses a complete sequence of programs beginning with undergraduate medical education leading to the M.D. degree and progressing through residency training and continuing medical education for practicing physicians. Using existing university and community resources in Carbondale, Springfield, and throughout the region, the school has grown rapidly. Affiliation agreements signed between the school and Memorial Medical Center and St. John's Hospital provided the valuable physical base for the clinical programs in Springfield during the early years of the school's development. Currently facilities supporting the school's program include university-owned and leased structures and affiliated community hospitals in Springfield as well as Carbondale, Decatur, Quincy, and numerous other outreach sites. Additionally, approximately 1,000 downstate physicians serve as volunteer and part-time medical school faculty.

The school has an excellent record in training caring, competent physicians and developing new models for rural health care delivery, particularly in medically underserved areas of the state. The school is internationally recognized for its innovative teaching and student assessment techniques, including a competency-based curriculum, the use of simulated patients, and coursework in medical humanities and problem-based learning.

The level of health care provided by the school, or any other academic medical center, cannot continue without an investment in medical research. Our research effort is providing the engine for continued growth in biomedical-related economic development and clinical care. The medical faculty has over 177 externally funded research projects under way in over 100 laboratories.

Students

As reported previously, the objective for recruitment and retention of minority, female, and/or students with disabilities is to achieve a diverse mix of students mirroring the 10.1% minority population for the central and southern Illinois counties served by the school.

In addition to mirroring the minority population of central and southern Illinois, it is important that the school also serves students from downstate and rural areas desiring to become physicians. It has been shown that physicians tend to practice near the areas where they train. Thus, SIU trains physicians in downstate Illinois as a method of encouraging new physicians to remain and practice in central and southern Illinois communities. By drawing medical students from these same communities, SIU increases the likelihood of this result.

As shown in the following table, the majority of SIU School of Medicine students come from rural communities of 25,000 or less in population.

Table I: Demographics of Current SOM Medical Students

Class	% From Towns of 25,000 or Less	Males	Females	Mean Age	Age Range	Children of Physicians
2005	49%	33	38	24	21-49	12
2006	67%	37	35	24	22-37	8
2007	67%	34	38	24	21-37	7

Since the school's inception in 1970 through 2000 (the most recent graduates to complete residencies), there have been 1,458 graduates who are now practicing physicians. Of those, 45.4% are practicing in Illinois and 19.3% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 67.5% are located in central and southern Illinois, with 32.5% located in rural locations.

The following chart compares census data for the central/southern Illinois region with data on the school's medical student population.

Comparative Table II: SIU School of Medicine Medical Students and Regional Comparatives

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority
Census Data	**6.9%**	**1.9%**	**89.9%**	**0.2%**	**1.1%**	**10.1%**
New Enrollees	7.0%	0.0%	83.3%	0.0%	9.7%	16.7%
Total 2003 Enrollment	6.5%	2.1%	80.1%	0.3%	11.0%	19.9%

Census data – 2000 census data for central and southern Illinois counties served by the School of Medicine
New enrollees – 2003 *new* enrollees/matriculants to SIU School of Medicine
Total 2003 enrollment – Fall 2003 enrollment for all four medical school classes (MSI-MSIV)

Several observations are noteworthy:

- Over half of the students entering SIU School of Medicine are from communities with populations of 25,000 or less.
- The number of Black (non-Hispanic) medical students for the fall 2003 class is slightly above the census data for the region. The fall 2003 class's total minority population of 19.9% nearly mirrors the 20.6% enrollment ten years ago.
- URM graduates as a percentage of all medical graduates was 5.6% in 2004. (URM represents the underrepresented minority classifications as defined by AAMC.)
- Female enrollment for minorities is 10.6% in the fall 2003, and total female student population is currently 52.4% of the total student population.

Current enrollment of self-identified students with disabilities and those who requested reasonable accommodation is zero in 2003-2004. The school's enrollment in recent years has included two such students.

Graduation Statistics

SIU School of Medicine strives to assure that all students will successfully complete their studies and receive their medical degree. While there are some students who experience academic difficulty—or as has been our sad experience in the recent past, are lost due to untimely deaths—99% of those who initially enroll in SIU School of Medicine do complete their studies and receive their M.D. degree.

Institutional Effective Practice

MEDPREP

In a year where the focus is on students successfully completing their studies, it would be remiss not to focus on the Medical/Dental Education Preparatory Program (MEDPREP) of the SIU School of Medicine as a best practice.

MEDPREP was established in 1972 by the SIU School of Medicine to provide assistance to educationally and economically disadvantaged students in preparing for and achieving success in the health professions. Currently under the direction of Harold Bardo, Ph.D., himself a graduate of Southern Illinois University, this program also receives federal funding and has achieved national recognition for its program design and offerings as well as the success rate of its graduates. An average of 60 to 65 students participate annually in this year-round program open to post-baccalaureate students throughout the United States.

The program was developed to assist students in confronting behaviors and attitudes that have impeded the academic and personal growth requisite for successful matriculation and retention in professional school. Students are expected to work on developing science knowledge augmented by efficient and effective learning skills. Each student receives assistance in developing an academic plan tailored to his/her specific needs. Faculty members provide individual consultation and tutoring, and small group interaction and group study are encouraged.

Our latest numbers indicate that there are 1,015 MEDPREP alumni of which 79% are underrepresented minorities (URM) and 54% are female. In this program, it is anticipated that 87% of the students will go on to find placement in and graduate from health-related professional schools. Since its inception, the MEDPREP program has served a diverse population represented by 72% who were Black (non-Hispanic), 5% Mexican American, 2% mainland Puerto Rican, 2% other Hispanic, and 1% Native American.

For those students entering medical school, there is a six-week prematriculation program supported by a Health Careers Opportunity Program (HCOP) federal grant. This program allows students opportunities to become familiar with first-year medical school curricular experiences, faculty, and resources through interactive, lecture, and independent study activities.

MEDPREP is a program that encompasses the whole person and fulfills the mission of the SIU School of Medicine in preparing physicians and other health care providers who not only are competent and capable but who also encompass the guiding principles of respect, integrity, and compassion. Perhaps this is best summed up in the following excerpts from Malik J. Kelly, M.D., a former MEDPREP student and recent graduate of Saint Louis University School of Medicine:

> *I have wanted to become a physician since I graduated from high school... Unfortunately, many of the grades I earned (in college) were mediocre, sometimes worse. I did not have very good study habits and my grades reflected my inadequate efforts.....for me, like many other students, MEDPREP has been more than a means towards the end of gaining acceptance to medical school. One of the things I like most about the program is the cohesiveness of the students...without question, the unwavering*

> *support of the MEDPREP faculty has also been crucial to my success in the program. Everyone wants to see you succeed. Faculty members are readily willing to offer assistance to help you understand a difficult concept, often on a moment's notice... Looking back, attending MEDPREP was one of the best decisions that I have ever made. The program was crucial in helping me gain acceptance to medical school. More importantly, however, the program has made me more self confident...I know I am one of the best-prepared prospective medical students in the country.*

And from another student:

> *The second year students realize what a blessing and privilege it is to be part of one of the most competitive and successful post baccalaureate programs in the country.*

In addition to the best-known post-baccalaureate component, MEDPREP operates other health profession pipeline programs to high school students, a post-baccalaureate pre-matriculation program, and a Health Careers Opportunity Program (HCOP). Two of the programs for high school students are the Health Science Career Pathways (HSCP) Program and the Summer Research Apprenticeship Program. HSCP is designed to provide minority students, primarily from the East St. Louis area, with experiences that will increase awareness of health professions and interest in a career in health professions. This three-week summer residential program allows students to experience campus life and spend time in clinical sites in the Carbondale area. The goal is to contribute to the development of a strong core of health professionals and researchers for the future. The Summer Research Apprenticeship Program allows disadvantaged high school students from East St. Louis, Springfield, and Carbondale to be matched with an active biomedical/behavioral researcher/mentor in a research laboratory for a six-week period. Students are exposed to outstanding role models, enhance their awareness of educational opportunities and available financial support, and present oral summaries of their research experience.

The HCOP program provides assistance to MEDPREP, which makes several partnership programs available. One offering is the Science on Saturday program serving middle and high school students with tutorial opportunities in math and science.

The school continues to nurture its nationally acclaimed MEDPREP program, in part, as a pipeline for recruitment to its medical education program. Efforts are continuously being made to encourage students who are or will become Illinois residents to select SIU School of Medicine as their school of choice.

The School of Medicine focuses on accepting students with a high potential for successfully completing medical school and entering clinical practice, particularly in central and southern Illinois. This necessitates recruiting heavily from the downstate region and results in a diverse student population consistent with this region's general population. All students entering SIU School of Medicine are provided every opportunity to become successful, to seek remedial tutoring and mentoring as needed, and ultimately to complete their undergraduate medical education leading to the M.D. degree. The School of Medicine continues to be focused on attracting and retaining students, faculty, and staff who will further the mission of the school and will reflect the diversity of the population it serves.

Table 1

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES*
FISCAL YEARS 2003 AND 2004

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
			State		Other			
	FY03	FY04	FY03	FY04	FY03	FY04	State	Other
Designated Programs								
Future Scholars	0.92	1.00	62,900	62,800			(100)	
Minority Engineering Program	2.00	2.00	110,103	103,000			(7,103)	
Southern Illinois Regional Career Preparation Program	4.46	4.50	80,000	80,000			0	
Disability Support Services	5.25	5.25	213,982	220,012			6,030	
Illinois Consortium for Educational Opportunity Program								
State	2.10	2.10	2,000,000	2,000,000			0	
SIUC	2.00	2.00	175,000	156,250			(18,750)	
Illinois Minority Graduate Incentive Program								
State	2.00	2.00	490,000	455,000			(35,000)	
SIUC	2.00	2.00	52,500	26,250			(26,250)	
Minority Participation Scholarships	0.08	0.08	153,100	154,600			1,500	
Night Transit	0.70	0.75	35,432	39,465			4,033	
Project Achieve	10.00	10.00	467,301	508,640			41,339	
Black Togetherness Organization	0.00	0.50	2,710	5,830			3,120	
College of Business Minority Retention Program	2.25	1.50	63,380	53,291			(10,089)	
Proactive Recruitment of Multicultural Professionals for							0	
Tomorrow (PROMPT) Fellowship Program	3.00	3.00	179,263	172,385			(6,878)	
PROMPT Developing Scholars Program	0.25	0.25	3,848	2,678			(1,170)	
University Women's Professional Advancement	1.50	1.50	63,487	63,487			0	
Wheelchair Repair Service	0.50	0.50	6,600	4,764			(1,836)	
Women's Services	2.75	1.50	64,370	78,376			14,006	
Disability Support/Overhead Recovery	1.50	1.50	55,090	60,116			5,026	
Assistant Housing Program Coordinator for Diversity	1.00	0.40	32,754	16,148			(16,606)	
Special Populations Disabled Student Recreation	2.00	2.00	70,443	74,955			4,512	
Minorities in Agriculture, Natural Resources & Related Sciences	0.05	0.10	1,500	2,000			500	
Disability Accommodations	0.50	1.00	41,320	59,000			17,680	
Minority Aviation Council	0.02	0.02	1,000	1,000			0	
Rotor and Wing Association	0.02	0.02	1,100	1,100			0	
Women in Aviation	0.02	0.02	1,000	1,000			0	
Multicultural Programs and Services	1.37	3.00	82,346	91,898			9,552	

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
			State		Other			
	FY03	FY04	FY03	FY04	FY03	FY04	State	Other
Other Programs								
Office of Associate Chancellor (Diversity)	6.00	6.00	314,548	325,000			10,452	
Upward Bound	4.50	4.50			365,408	372,716		7,308
Center for Basic Skills	10.50	10.50	323,058	328,106			5,048	
Black American Studies Program	3.43	3.25	262,712	262,879			167	
Graduate Dean's Fellowship Program	0.40	0.40	57,200	68,200			11,000	
Student Support Services	3.50	3.50			255,079	260,181		5,102
Women's Studies	1.00	1.00	152,913	146,552			(6,361)	

Table 2

Students with Disabilities[1]
Academic Year 2003-2004

Institutions should complete the three tables below and respond to two supplemental questions.

Students are to be reported in three categories: (1) students who registered with the unit providing services; (2) of those students who registered, the number of students utilizing services; and (3) students who self-reported but did not register or use services.

Students Who Registered

Type of Disability[2]	Undergraduate	Graduate	Other[3]	Total
Learning	118	20		138
ADHD	55	10		65
Psychological	45	11		56
Developmental				
Mobility	90	39	1	130
Blind/Low Vision	21	9		30
Deaf/Hard of Hearing	11	8		19
Systemic/Chronic Health Problems	54	7		61
Other	23	1		24
Population Totals	417	105	1	523

Registered Students Who Used Services

Type of Disability[2]	Undergraduate	Graduate	Other[3]	Total
Learning	115	20		135
ADHD	50	10		60
Psychological	40	11		51
Developmental				
Mobility	89	39		128
Blind/Low Vision	20	9		29
Deaf/Hard of Hearing	11	8		19
Systemic/Chronic Health Problems	38	7		45
Other	10	1		11
Population Totals	373	105	0	478

Students Who Self-Report (but did not register)				
Type of Disability[2]	Undergraduate	Graduate	Other[3]	Total
Learning	10	4		14
ADHD				
Psychological				
Developmental				
Mobility	5	8		12
Blind/Low Vision	1	2		3
Deaf/Hard of Hearing	1	1		2
Systemic/Chronic Health Problems				
Other	7	7	1	10
Population Totals	24	22	1	41

[1] See Guidelines Attachment B for a detailed definition of "Students with Disabilities."

[2] Please count each student once based upon his or her primary disability. Do not report duplicated headcounts.

[3] Report student populations not included in undergraduate/graduate columns. Such populations may include, but are not limited to, students in dual credit, adult education, and continuing education programs. Please feel free to footnote what populations you are reporting on behalf of your institution.

Supplemental Questions

1. Please describe below the method your institution uses to collect self-reported student data.

Student data is self-reported to the admissions staff.

2. If available, please indicate the number of faculty, staff, or other individuals with disabilities served that are not included in the tables above.

Information on specific disabilities not available

Type of Disability	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing		
Systemic/Chronic Health Problems		
Other		
Total	100	

Attachment A

Definitions for Annual Report on Underrepresented Groups in Higher Education

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Black (not of Hispanic origin) – A person having origins in any of the Black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

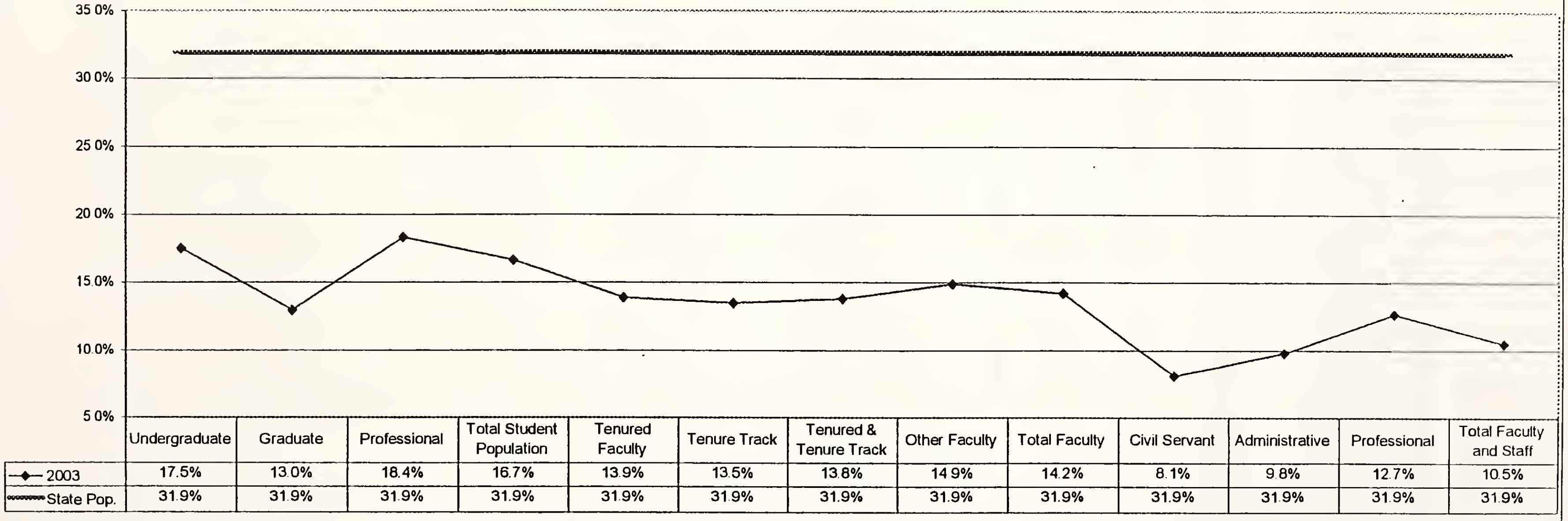
Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

Students with Disabilities – State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." It is necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

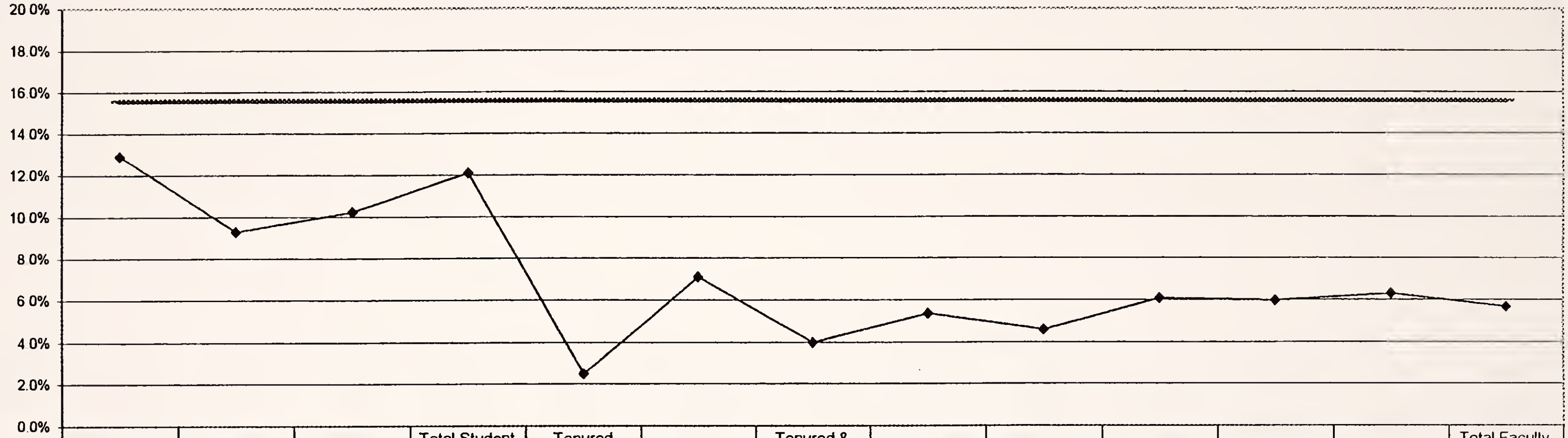
Graph 1

2003 Comparative Data for Minority Students and Staff



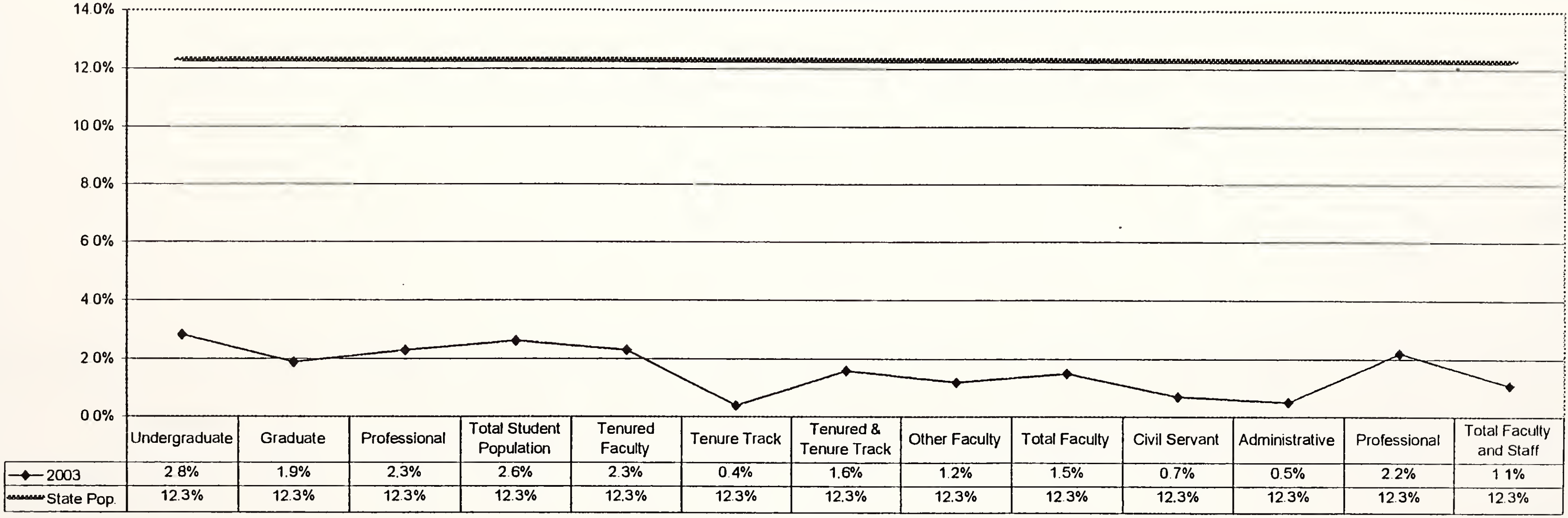
	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
2003	17.5%	13.0%	18.4%	16.7%	13.9%	13.5%	13.8%	14 9%	14.2%	8.1%	9.8%	12.7%	10.5%
State Pop.	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%	31.9%

Graph 2
2003 Comparative Data for Black Students and Staff



	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
◆ 2003	12.9%	9.3%	10.3%	12.1%	2.5%	7.1%	4.0%	5.4%	4.6%	6.1%	6.0%	6.3%	5.7%
State Pop.	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%	15.6%

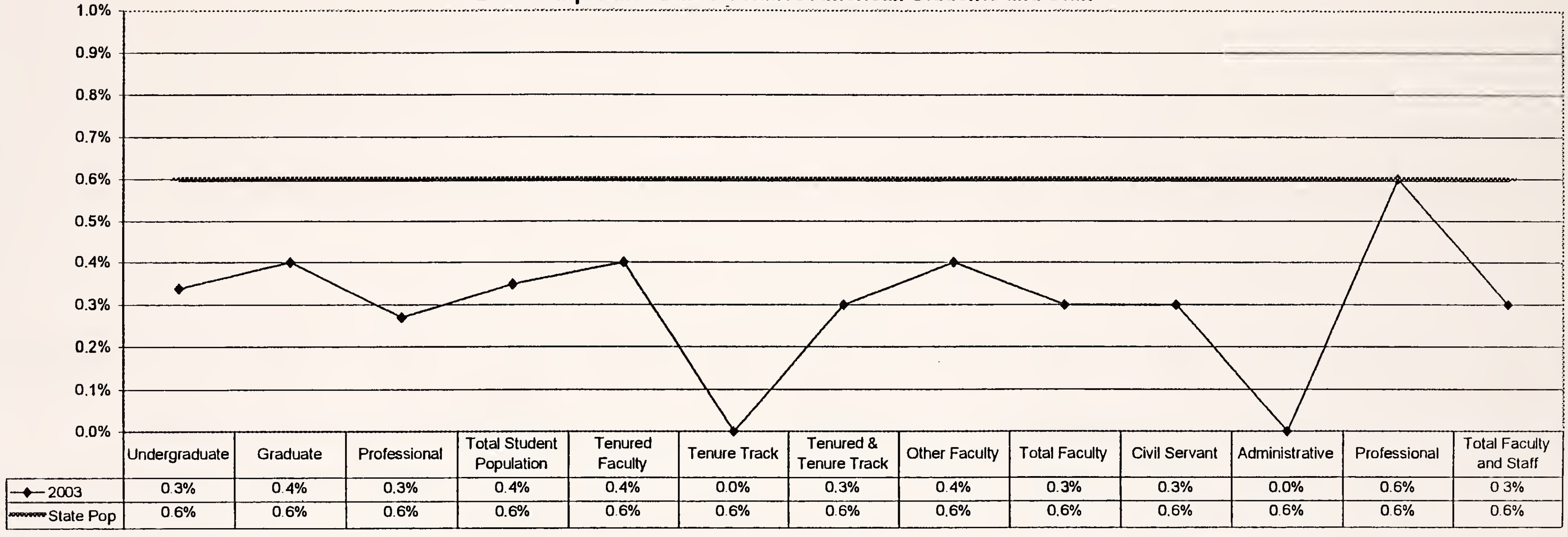
Graph 3
2003 Comparative Data for Hispanic Students and Staff



	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
◆ 2003	2.8%	1.9%	2.3%	2.6%	2.3%	0.4%	1.6%	1.2%	1.5%	0.7%	0.5%	2.2%	1.1%
State Pop.	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%

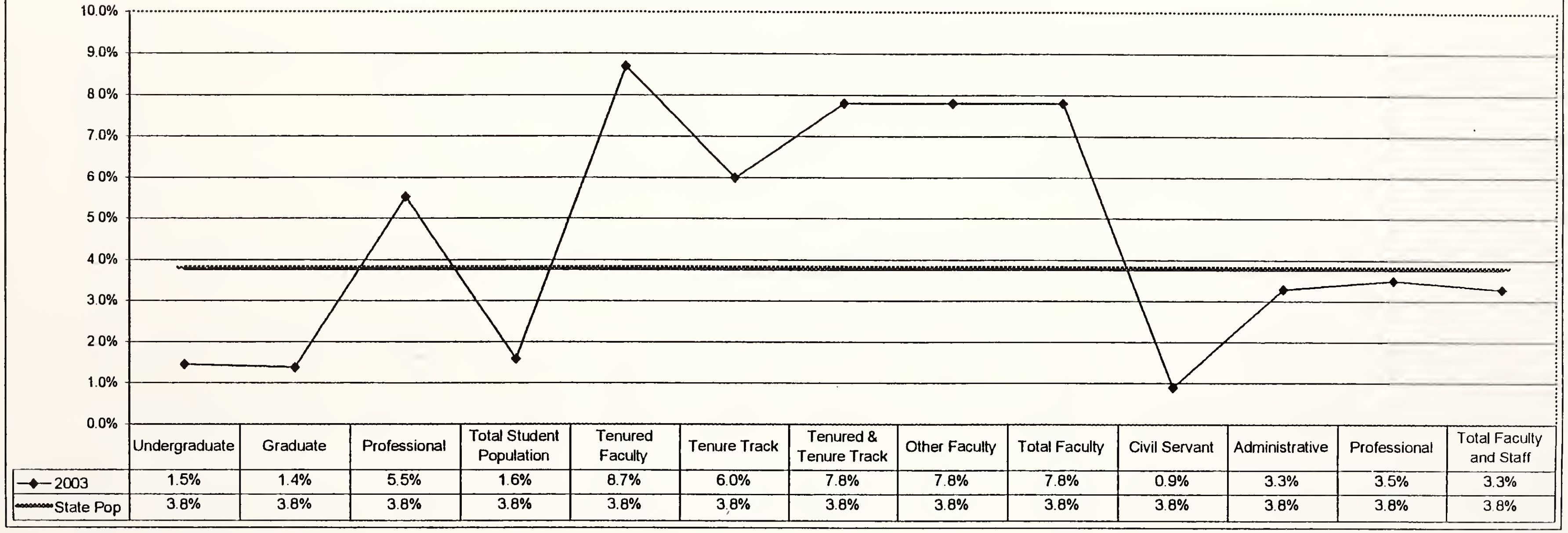
Graph 4

2003 Comparative Data for Native American Students and Staff



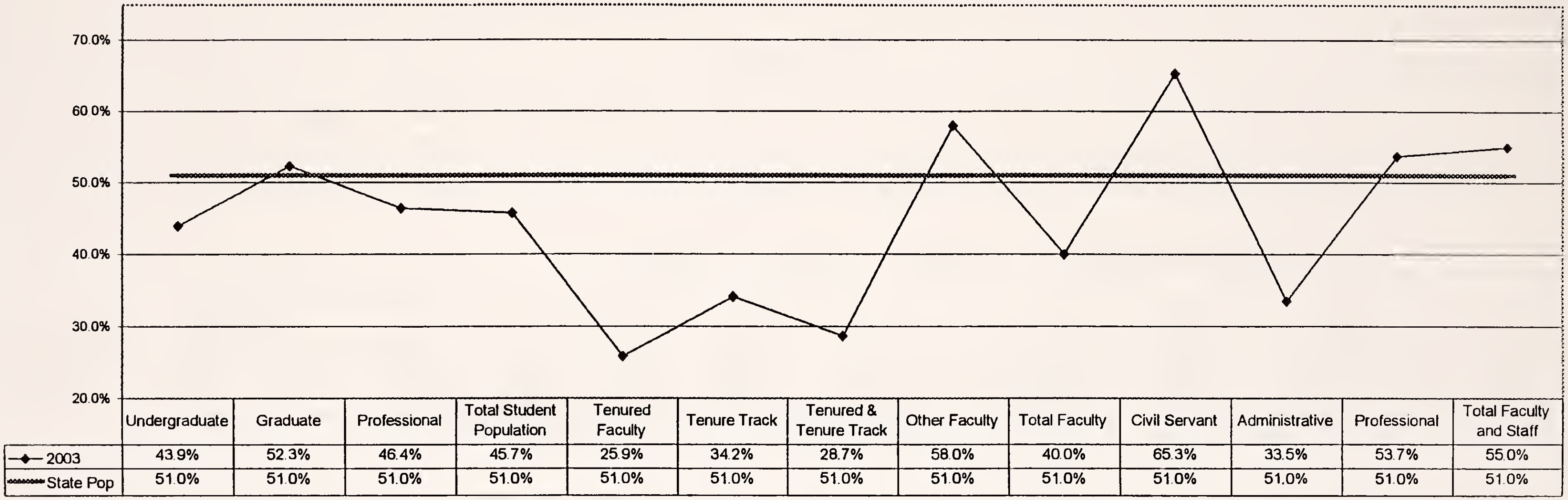
	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
◆ 2003	0.3%	0.4%	0.3%	0.4%	0.4%	0.0%	0.3%	0.4%	0.3%	0.3%	0.0%	0.6%	0 3%
State Pop	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%

Graph 5
2003 Comparative Data for Asian Students and Staff



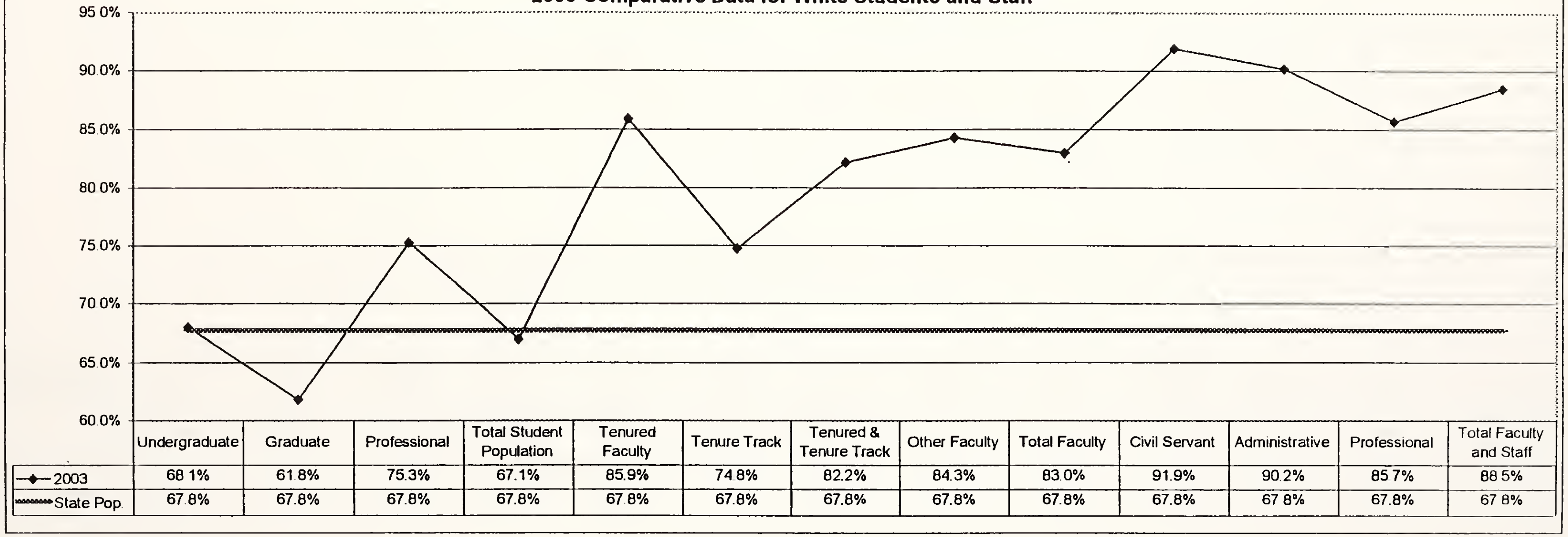
	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
◆ 2003	1.5%	1.4%	5.5%	1.6%	8.7%	6.0%	7.8%	7.8%	7.8%	0.9%	3.3%	3.5%	3.3%
State Pop	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%

Graph 6
2003 Comparative Data for Female Students and Staff



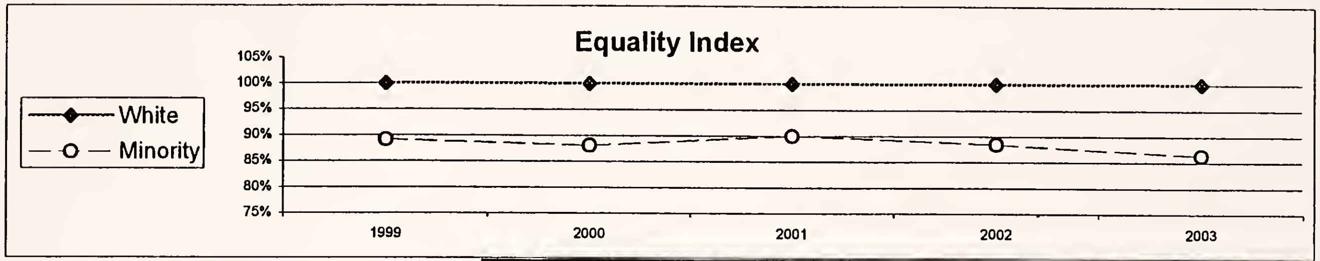
	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
—◆— 2003	43.9%	52.3%	46.4%	45.7%	25.9%	34.2%	28.7%	58.0%	40.0%	65.3%	33.5%	53.7%	55.0%
State Pop	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%	51.0%

Graph 7
2003 Comparative Data for White Students and Staff



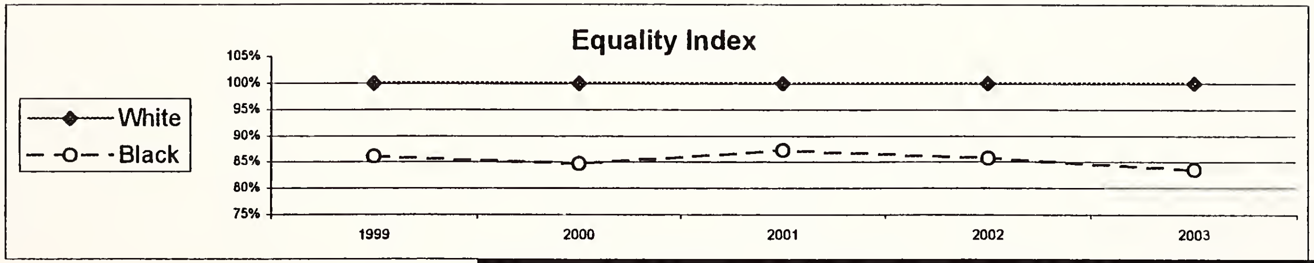
	Undergraduate	Graduate	Professional	Total Student Population	Tenured Faculty	Tenure Track	Tenured & Tenure Track	Other Faculty	Total Faculty	Civil Servant	Administrative	Professional	Total Faculty and Staff
—◆— 2003	68 1%	61.8%	75.3%	67.1%	85.9%	74 8%	82.2%	84.3%	83.0%	91.9%	90.2%	85 7%	88 5%
State Pop.	67.8%	67.8%	67.8%	67.8%	67 8%	67.8%	67.8%	67.8%	67.8%	67.8%	67 8%	67.8%	67 8%

Graph 8
Trends in the GPA



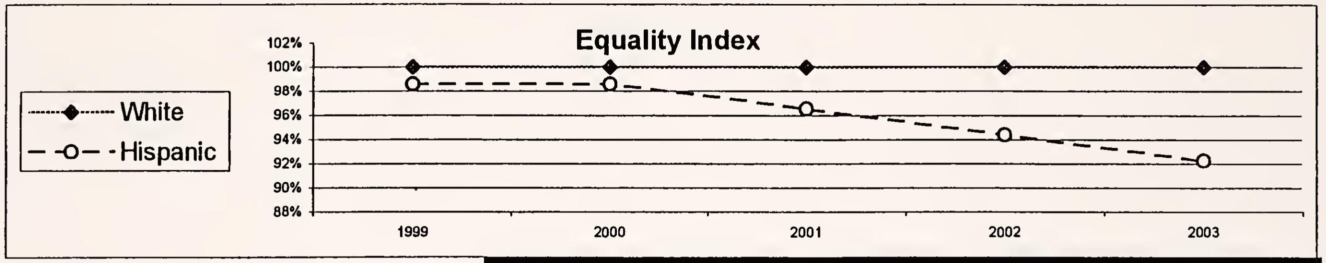
		1999	2000	2001	2002	2003
White	GPA	2.87	2.87	2.90	2.87	2.85
Minority	GPA	2.56	2.53	2.61	2.54	2.46
	Equality Index	89%	88%	90%	89%	86%

Graph 9
Trends in the GPA



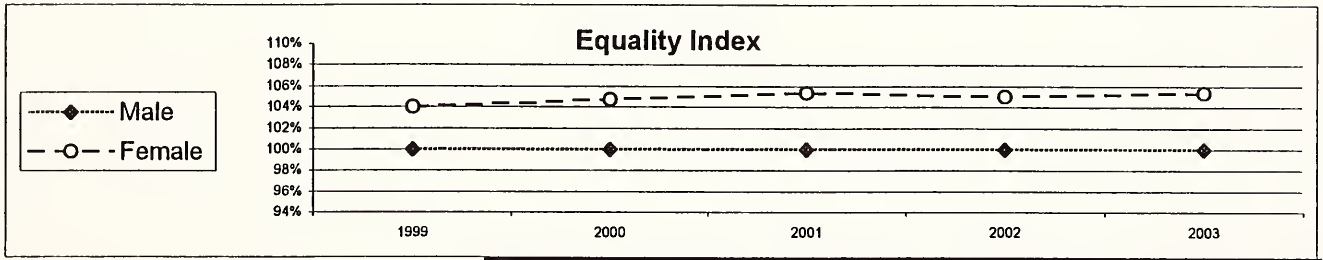
		1999	2000	2001	2002	2003
White	GPA	2.87	2.87	2.90	2.87	2.85
Black	GPA	2.47	2.43	2.53	2.46	2.38
	Equality Index	86%	85%	87%	86%	84%

Graph 10
Trends in the GPA



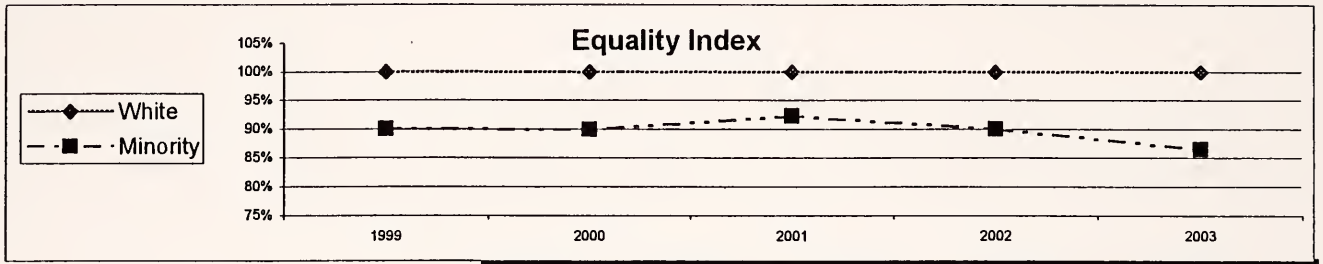
		1999	2000	2001	2002	2003
White	GPA	2.87	2.87	2.90	2.87	2.85
Hispanic	GPA	2.83	2.83	2.80	2.71	2.63
	Equality Index	99%	99%	97%	94%	92%

Graph 11
Trends in the GPA



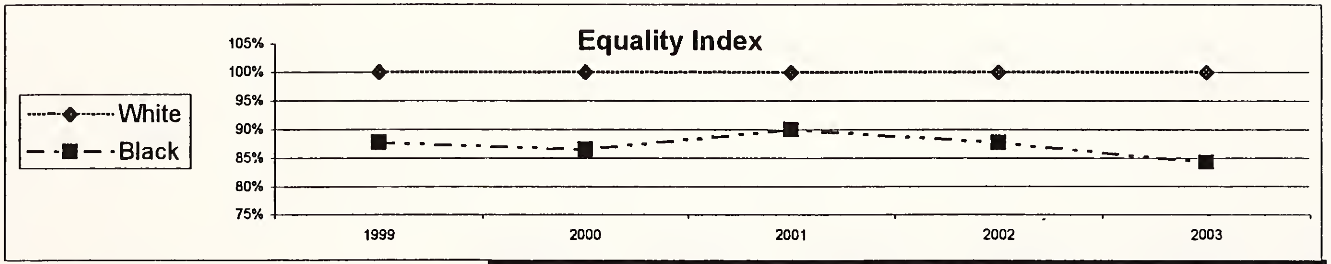
		1999	2000	2001	2002	2003
Male	GPA	2.76	2.77	2.81	2.80	2.80
Female	GPA	2.87	2.90	2.96	2.94	2.95
	Equality Index	104%	105%	105%	105%	105%

Graph 12
Trends in the Percentage in Academic Good Standing



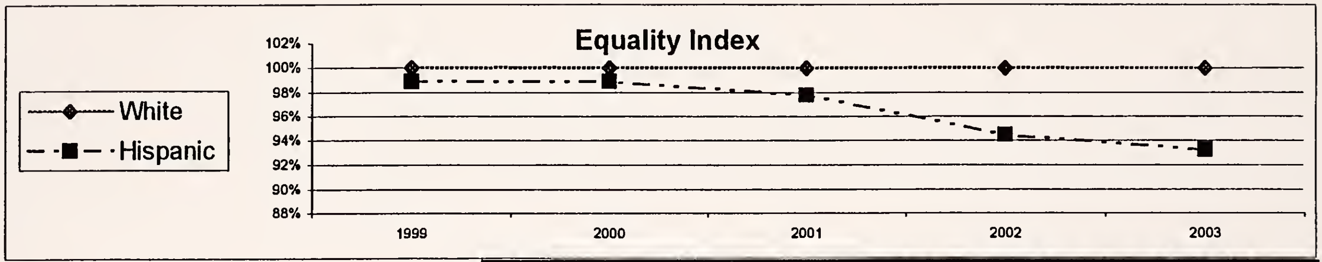
		1999	2000	2001	2002	2003
White	Good Standing	90%	89%	90%	90%	89%
Minority	Good Standing	81%	80%	83%	81%	77%
	Equality Index	90%	90%	92%	90%	87%

Graph 13
Trends in the Percentage in Academic Good Standing



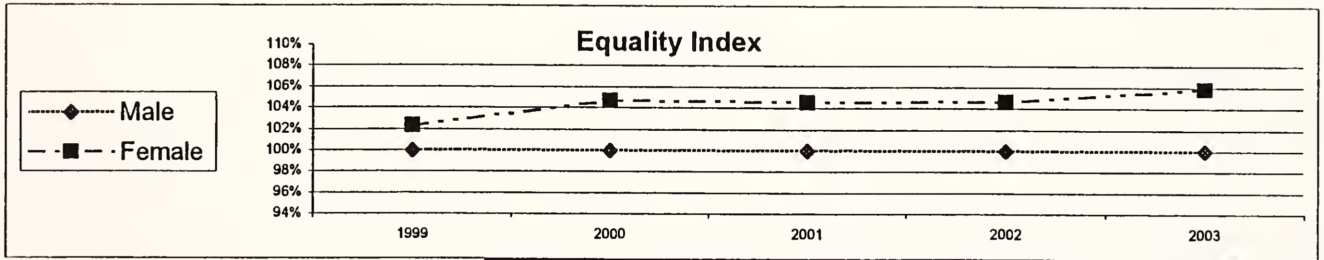
		1999	2000	2001	2002	2003
White	Good Standing	90%	89%	90%	90%	89%
Black	Good Standing	79%	77%	81%	79%	75%
	Equality Index	88%	87%	90%	88%	84%

Graph 14
Trends in the Percentage in Academic Good Standing



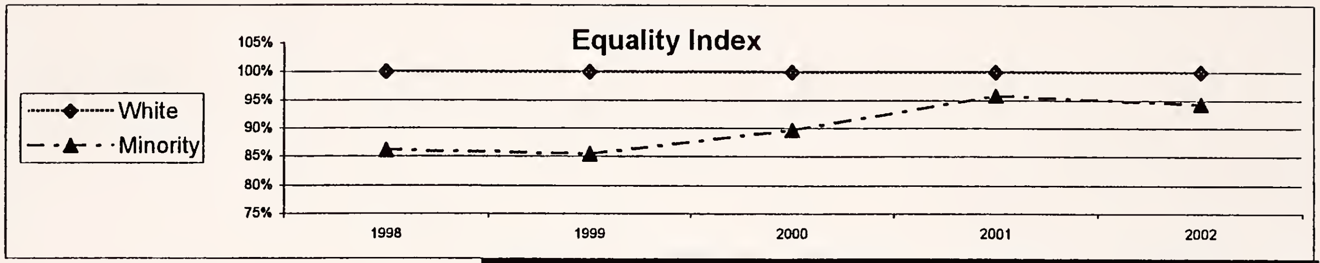
		1999	2000	2001	2002	2003
White	Good Standing	90%	89%	90%	90%	89%
Hispanic	Good Standing	89%	88%	88%	85%	83%
	Equality Index	99%	99%	98%	94%	93%

Graph 15
Trends in the Percentage in Academic Good Standing



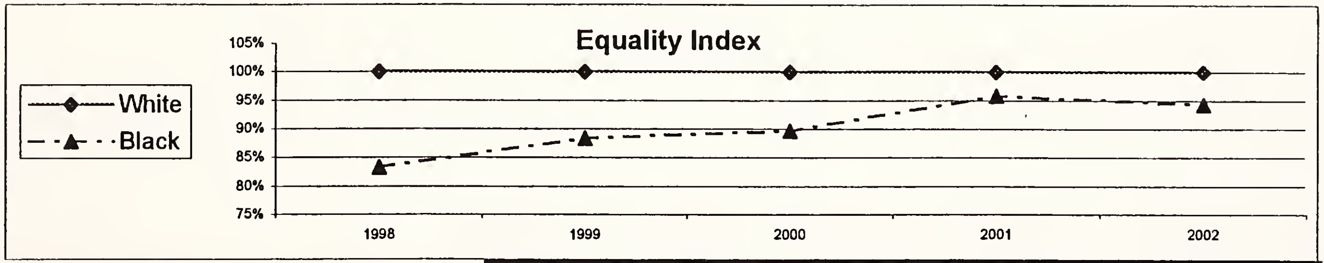
		1999	2000	2001	2002	2003
Male	Good Standing	87%	86%	88%	87%	86%
Female	Good Standing	89%	90%	92%	91%	91%
	Equality Index	102%	105%	105%	105%	106%

Graph 16
Trends in the Second-Year Persistence Rates



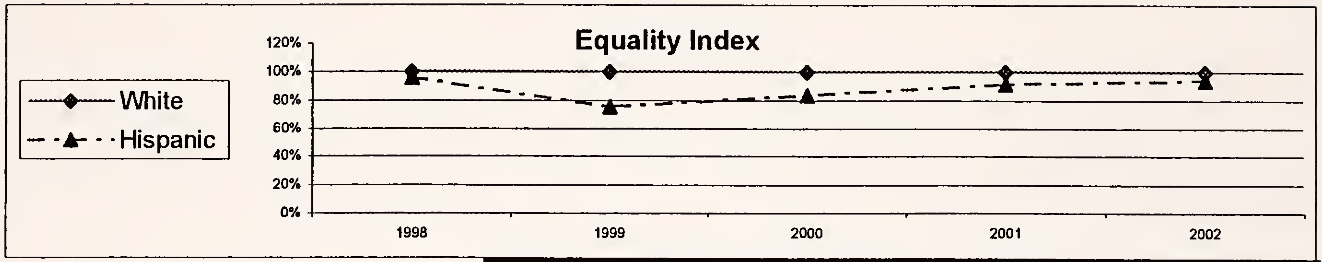
		1998	1999	2000	2001	2002
White	Persistence Rate	72%	69%	68%	72%	71%
Minority	Persistence Rate	62%	59%	61%	69%	67%
	Equality Index	86%	86%	90%	96%	94%

Graph 17
Trends in the Second-Year Persistence Rates



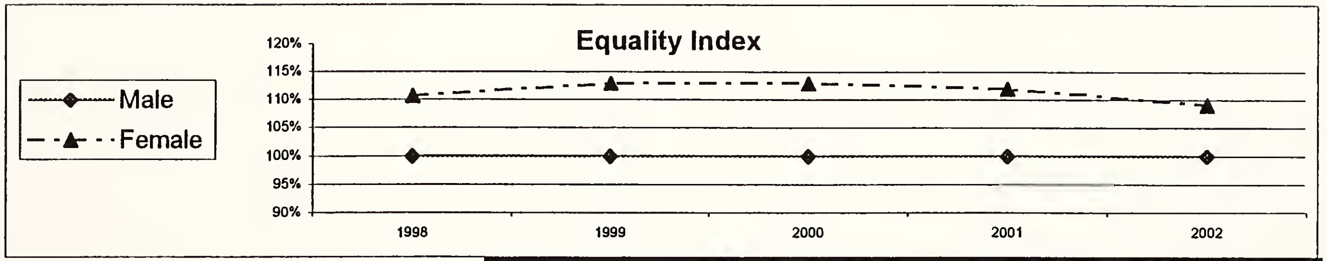
		1998	1999	2000	2001	2002
White	Persistence Rate	72%	69%	68%	72%	71%
Black	Persistence Rate	60%	61%	61%	69%	67%
	Equality Index	83%	88%	90%	96%	94%

Graph 18
Trends in the Second-Year Persistence Rates



		1998	1999	2000	2001	2002
White	Persistence Rate	72%	69%	68%	72%	71%
Hispanic	Persistence Rate	69%	52%	57%	66%	67%
	Equality Index	96%	75%	84%	92%	94%

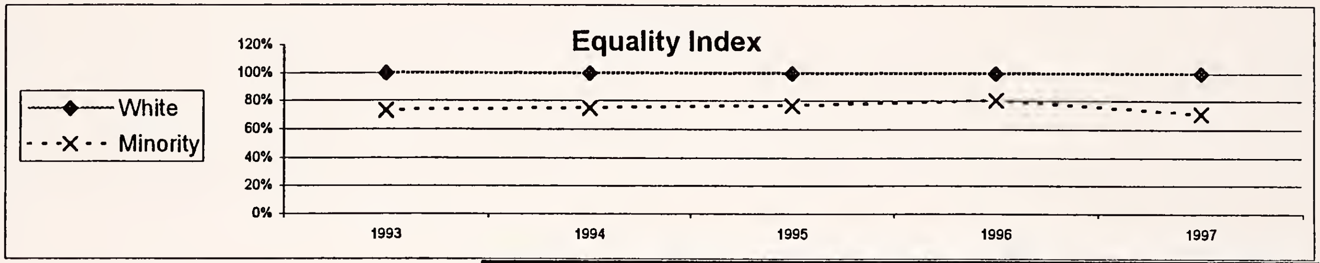
Graph 19
Trends in the Second-Year Persistence Rates



		1998	1999	2000	2001	2002
Male	Persistence Rate	66%	62%	62%	67%	66%
Female	Persistence Rate	73%	70%	70%	75%	72%
	Equality Index	111%	113%	113%	112%	109%

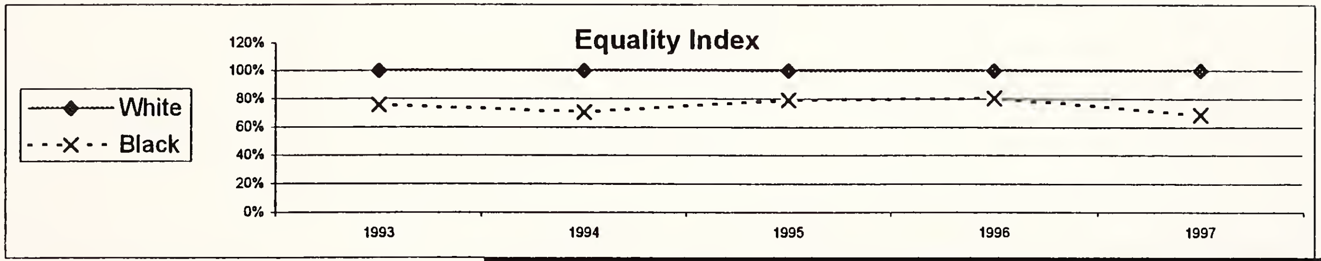
Graph 20

Trends in the Sixth-Year Graduation Rates for Entering New Freshmen



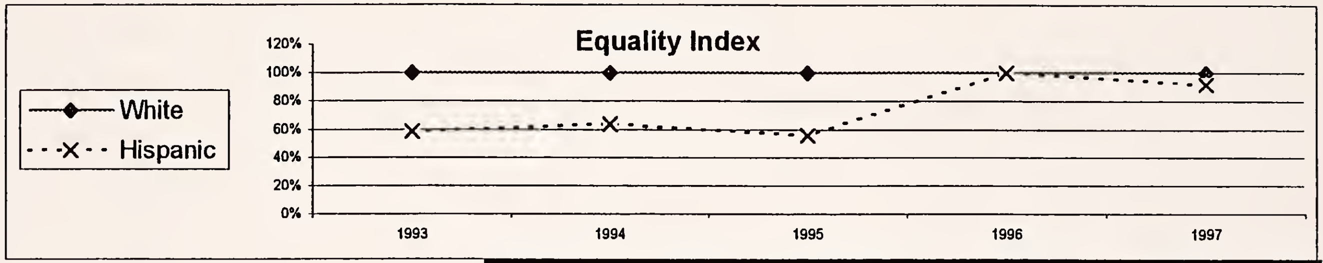
		1993	1994	1995	1996	1997
White	Graduation Rate	41%	44%	43%	41%	48%
Minority	Graduation Rate	30%	33%	33%	33%	34%
	Equality Index	73%	75%	77%	80%	71%

Graph 21
Trends in the Sixth-Year Graduation Rates for Entering New Freshmen



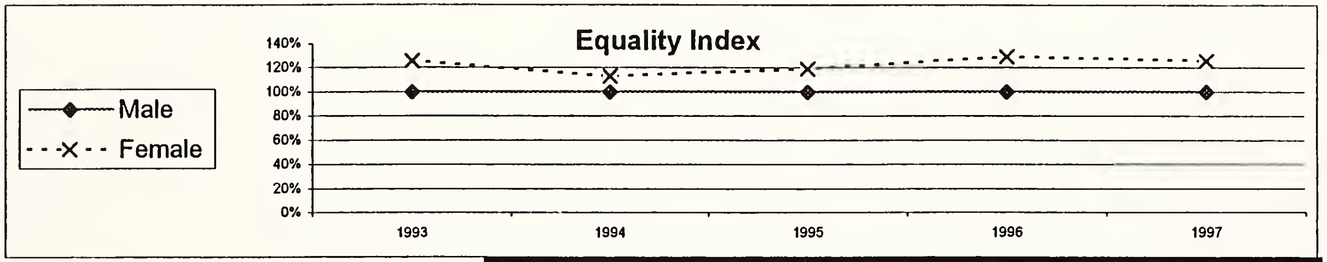
		1993	1994	1995	1996	1997
White	Graduation Rate	41%	44%	43%	41%	48%
Black	Graduation Rate	31%	31%	34%	33%	33%
	Equality Index	76%	70%	79%	80%	69%

Graph 22
Trends in the Sixth-Year Graduation Rates for Entering New Freshmen



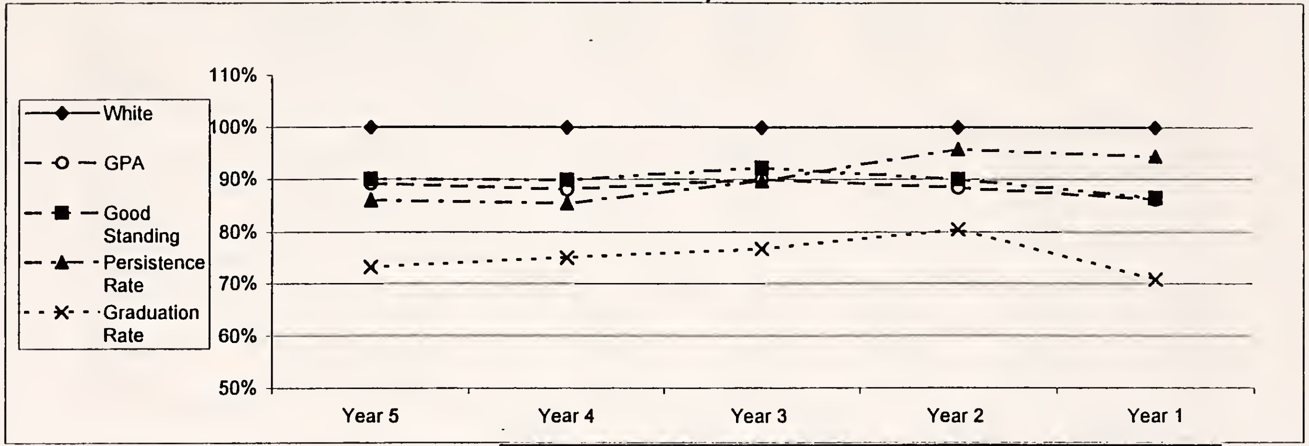
		1993	1994	1995	1996	1997
White	Graduation Rate	41%	44%	43%	41%	48%
Hispanic	Graduation Rate	24%	28%	24%	41%	44%
	Equality Index	59%	64%	56%	100%	92%

Graph 23
Trends in the Sixth-Year Graduation Rates for Entering New Freshmen



		1993	1994	1995	1996	1997
Male	Graduation Rate	35%	39%	37%	34%	39%
Female	Graduation Rate	44%	44%	44%	44%	49%
	Equality Index	126%	113%	119%	129%	126%

Graph 24
Minority/White Equality Index for GPA, Academic Good Standing, Second-Year Persistence Rate, and Sixth-Year Graduation Rate



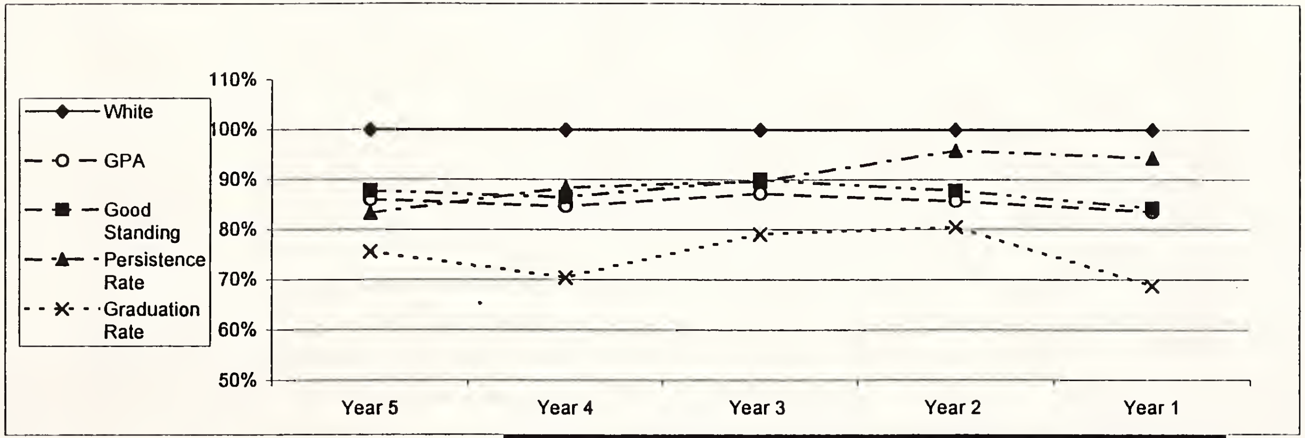
		1999	2000	2001	2002	2003
White	GPA	2.87	2.87	2.90	2.87	2.85
Minority	GPA	2.56	2.53	2.61	2.54	2.46
	Equality Index	89%	88%	90%	89%	86%

		1999	2000	2001	2002	2003
White	Good Standing	90%	89%	90%	90%	89%
Minority	Good Standing	81%	80%	83%	81%	77%
	Equality Index	90%	90%	92%	90%	87%

		1998	1999	2000	2001	2002
White	Persistence Rate	72%	69%	68%	72%	71%
Minority	Persistence Rate	62%	59%	61%	69%	67%
	Equality Index	86%	86%	90%	96%	94%

		1993	1994	1995	1996	1997
White	Graduation Rate	41%	44%	43%	41%	48%
Minority	Graduation Rate	30%	33%	33%	33%	34%
	Equality Index	73%	75%	77%	80%	71%

Graph 25
Black/White Equality Index for GPA, Academic Good Standing, Second-Year Persistence Rate, and Sixth-Year Graduation Rate



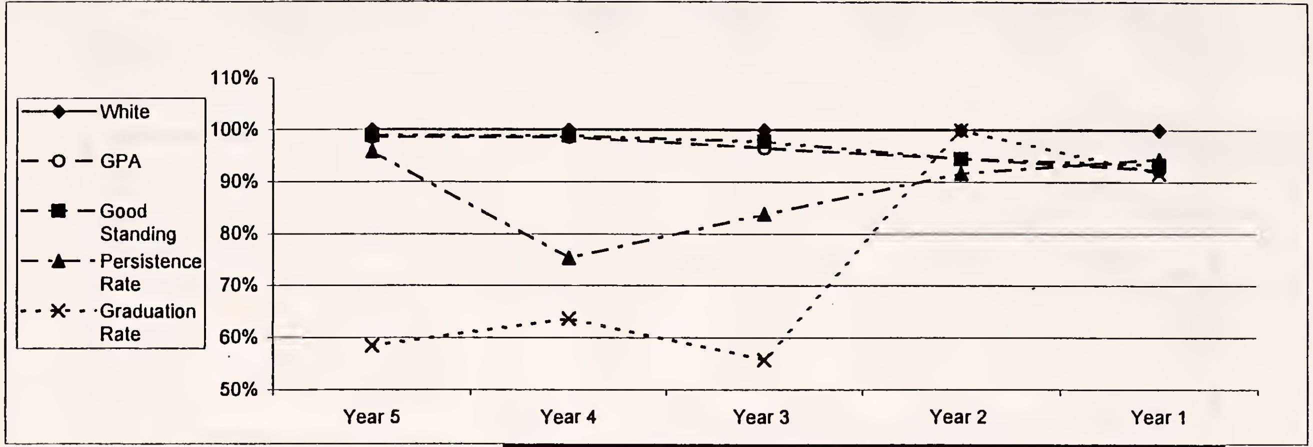
		1999	2000	2001	2002	2003
White	GPA	2.87	2.87	2.90	2.87	2.85
Black	GPA	2.47	2.43	2.53	2.46	2.38
	Equality Index	86%	85%	87%	86%	84%

		1999	2000	2001	2002	2003
White	Good Standing	90%	89%	90%	90%	89%
Black	Good Standing	79%	77%	81%	79%	75%
	Equality Index	88%	87%	90%	88%	84%

		1998	1999	2000	2001	2002
White	Persistence Rate	72%	69%	68%	72%	71%
Black	Persistence Rate	60%	61%	61%	69%	67%
	Equality Index	83%	88%	90%	96%	94%

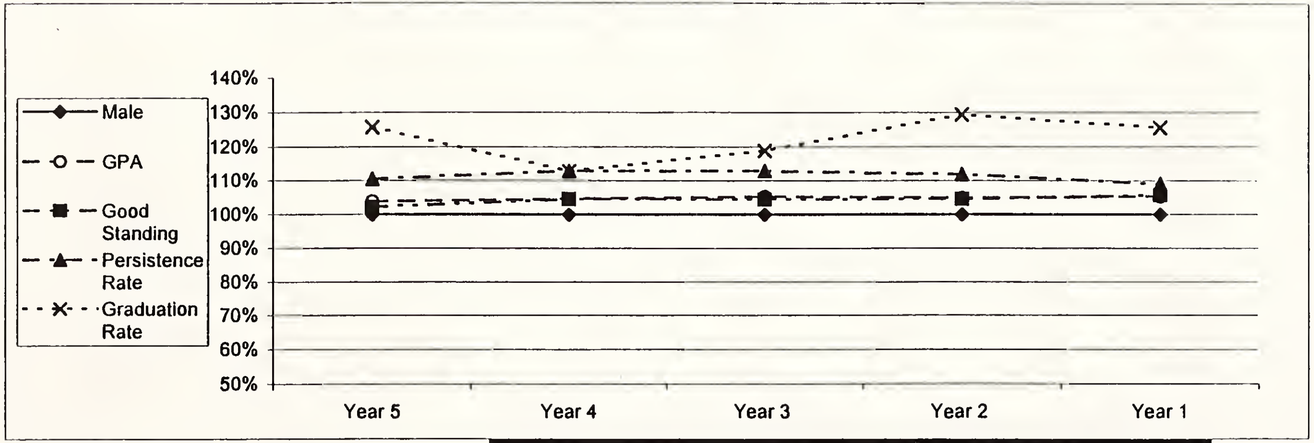
		1993	1994	1995	1996	1997
White	Graduation Rate	41%	44%	43%	41%	48%
Black	Graduation Rate	31%	31%	34%	33%	33%
	Equality Index	76%	70%	79%	80%	69%

Graph 26
Hispanic/White Equality Index for GPA, Academic Good Standing, Second-Year Persistence Rate, and Sixth-Year Graduation Rate



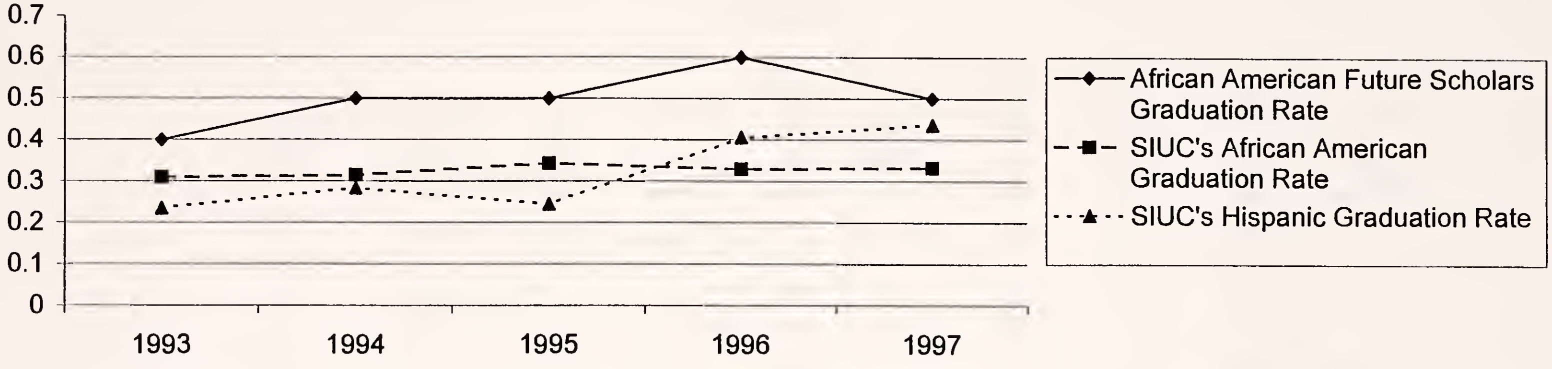
		1999	2000	2001	2002	2003
White	GPA	2.87	2.87	2.90	2.87	2.85
Hispanic	GPA	2.83	2.83	2.80	2.71	2.63
	Equality Index	99%	99%	97%	94%	92%
		1999	2000	2001	2002	2003
White	Good Standing	90%	89%	90%	90%	89%
Hispanic	Good Standing	89%	88%	88%	85%	83%
	Equality Index	99%	99%	98%	94%	93%
		1998	1999	2000	2001	2002
White	Persistence Rate	72%	69%	68%	72%	71%
Hispanic	Persistence Rate	69%	52%	57%	66%	67%
	Equality Index	96%	75%	84%	92%	94%
		1993	1994	1995	1996	1997
White	Graduation Rate	41%	44%	43%	41%	48%
Hispanic	Graduation Rate	24%	28%	24%	41%	44%
	Equality Index	59%	64%	56%	100%	92%

Graph 27
Female/Male Equality Index for GPA, Academic Good Standing, Second-Year Persistence Rate, and Sixth-Year Graduation Rate



		1999	2000	2001	2002	2003
Male	GPA	2.76	2.77	2.81	2.80	2.80
Female	GPA	2.87	2.90	2.96	2.94	2.95
	Equality Index	104%	105%	105%	105%	105%
		1999	2000	2001	2002	2003
Male	Good Standing	87%	86%	88%	87%	86%
Female	Good Standing	89%	90%	92%	91%	91%
	Equality Index	102%	105%	105%	105%	106%
		1998	1999	2000	2001	2002
Male	Persistence Rate	66%	62%	62%	67%	66%
Female	Persistence Rate	73%	70%	70%	75%	72%
	Equality Index	111%	113%	113%	112%	109%
		1993	1994	1995	1996	1997
Male	Graduation Rate	35%	39%	37%	34%	39%
Female	Graduation Rate	44%	44%	44%	44%	49%
	Equality Index	126%	113%	119%	129%	126%

Graph 28
Comparison of Sixth-Year Graduation Rates of African American Future Scholars to SIUC's Total African American and Hispanic Student Population



	African American Future Scholars Graduation Rate	SIUC's African American Graduation Rate	SIUC's Hispanic Graduation Rate
1993	29.4%	30.9%	23.5%
1994	57.1%	31.4%	28.3%
1995	53.3%	34.3%	24.4%
1996	35.3%	32.9%	40.6%
1997	38.9%	33.3%	43.8%

Trends in Undergraduate Academic Performance and Academic Good Standing, 1999 to 2003

Figure 1
Total

	1999	2000	2001	2002	2003
GPA	2.80	2.83	2.87	2.86	2.86
Good standing	88%	88%	89%	89%	88%

			Change	
	2002	2003	Number	Percent
GPA	2.86	2.86	0	0.0%
Good	89%	88%	-1%	-1.1%

			Change	
	1999	2003	Number	Percent
GPA	2.80	2.86	0.06	2.1%
Good	88%	88%	0%	0.0%

Figure 1a
White

	1999	2000	2001	2002	2003
GPA	2.87	2.87	2.90	2.87	2.85
Good standing	90%	89%	90%	90%	89%

			Change	
	2002	2003	Number	Percent
GPA	2.87	2.85	-0.02	-0.7%
Good	90%	89%	-1%	-1.1%

			Change	
	1999	2003	Number	Percent
GPA	2.87	2.85	-0.02	-0.7%
Good	90%	89%	-1%	-1.1%

Trends in Undergraduate Academic Performance and Academic Good Standing, 1999 to 2003

Figure 2

Minority

	1999	2000	2001	2002	2003
GPA	2.56	2.53	2.61	2.54	2.46
Equality Index (White)	89%	88%	90%	89%	86%
Good standing	81%	80%	83%	81%	77%
Equality Index (White)	90%	90%	92%	90%	87%

			Change	
	2002	2003	Number	Percent
GPA	2.54	2.46	-0.08	-3.1%
Good	81%	77%	-4%	-4.9%

			Change	
	1999	2003	Number	Percent
GPA	2.56	2.46	-0.1	-3.9%
Good	81%	77%	-4%	-4.9%

Figure 2a

Black

	1999	2000	2001	2002	2003
GPA	2.47	2.43	2.53	2.46	2.38
Equality Index (White)	86%	85%	87%	86%	84%
Good standing	79%	77%	81%	79%	75%
Equality Index (White)	88%	87%	90%	88%	84%

			Change	
	2002	2003	Number	Percent
GPA	2.46	2.38	-0.08	-3.3%
Good	79%	75%	-4%	-5.1%

			Change	
	1999	2003	Number	Percent
GPA	2.47	2.38	-0.09	-3.6%
Good	79%	75%	-4%	-5.1%

Trends in Undergraduate Academic Performance and Academic Good Standing, 1999 to 2003

Figure 3

Hispanic

	1999	2000	2001	2002	2003
GPA	2.83	2.83	2.80	2.71	2.63
Equality Index (White)	99%	99%	97%	94%	92%
Good standing	89%	88%	88%	85%	83%
Equality Index (White)	99%	99%	98%	94%	93%

			Change	
	2002	2003	Number	Percent
GPA	2.71	2.63	-0.08	-3.0%
Good	85%	83%	-2%	-2.4%

			Change	
	1999	2003	Number	Percent
GPA	2.83	2.63	-0.2	-7.1%
Good	89%	83%	-6%	-6.7%

Figure 3a

Native American

	1999	2000	2001	2002	2003
GPA	2.63	2.79	2.87	2.75	2.50
Equality Index (White)	92%	97%	99%	96%	88%
Good standing	81%	85%	90%	90%	75%
Equality Index (White)	90%	96%	100%	100%	84%

			Change	
	2002	2003	Number	Percent
GPA	2.75	2.50	-0.25	-9.1%
Good	90%	75%	-15%	-16.7%

			Change	
	1999	2003	Number	Percent
GPA	2.63	2.50	-0.13	-4.9%
Good	81%	75%	-6%	-7.4%

Trends in Undergraduate Academic Performance and Academic Good Standing, 1999 to 2003

Figure 4

Asian

	1999	2000	2001	2002	2003
GPA	2.83	2.88	2.89	2.84	2.78
Equality Index (White)	99%	100%	100%	99%	98%
Good standing	90%	89%	89%	86%	86%
Equality Index (White)	100%	100%	99%	96%	97%

			Change	
	2002	2003	Number	Percent
GPA	2.84	2.78	-0.06	-2.1%
Good	86%	86%	0%	0.0%

			Change	
	1999	2003	Number	Percent
GPA	2.83	2.78	-0.05	-1.8%
Good	90%	86%	-4%	-4.4%

Trends in Undergraduate Academic Performance and Academic Good Standing, 1999 to 2003

Figure 5

Male

	1999	2000	2001	2002	2003
GPA	2.76	2.77	2.81	2.80	2.80
Good standing	87%	86%	88%	87%	86%

			Change	
	2002	2003	Number	Percent
GPA	2.80	2.80	0.00	0.0%
Good	87%	86%	-1%	-1.1%

			Change	
	1999	2003	Number	Percent
GPA	2.76	2.80	0.04	1.4%
Good	87%	86%	-1%	-1.1%

Figure 5a

Female

	1999	2000	2001	2002	2003
GPA	2.87	2.90	2.96	2.94	2.95
Equality Index (Male)	104%	105%	105%	105%	105%
Good standing	89%	90%	92%	91%	91%
Equality Index (Male)	102%	105%	105%	105%	106%

			Change	
	2002	2003	Number	Percent
GPA	2.94	2.95	0.01	0.3%
Good	91%	91%	0%	0.0%

			Change	
	1999	2003	Number	Percent
GPA	2.87	2.95	0.08	2.8%
Good	89%	91%	2%	2.2%

Trends in Undergraduate Academic Performance and Academic Good Standing, 1999 to 2003

Figure 6

Disabled

	1999	2000	2001	2002	2003
GPA	2.63	2.53	2.58	2.56	2.55
Good standing	86%	82%	84%	84%	81%

			Change	
	2002	2003	Number	Percent
GPA	2.56	2.55	-0.01	-0.4%
Good	84%	81%	-3%	-3.6%

			Change	
	1999	2003	Number	Percent
GPA	2.63	2.55	-0.08	-3.0%
Good	86%	81%	-5%	-5.8%

Trends in Second-Year Persistence of Entering Freshmen, 1998 to 2002

Figure 7

Total

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	69%	65%	65%	71%	68%

			Change	
	2001	2002	Number	Percent
Persistence	71%	68%	-3%	-4.2%

			Change	
	1998	2002	Number	Percent
Persistence	69%	68%	-1%	-1.4%

Figure 7a

White

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	72%	69%	68%	72%	71%

			Change	
	2001	2002	Number	Percent
Persistence	72%	71%	-1%	-1.4%

			Change	
	1998	2002	Number	Percent
Persistence	72%	71%	-1%	-1.4%

Trends in Second-Year Persistence of Entering Freshmen, 1998 to 2002

Figure 8

Minority

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	62%	59%	61%	69%	67%
Equality Index (White)	86%	86%	90%	96%	94%

			Change	
	2001	2002	Number	Percent
Persistence	69%	67%	-2%	-2.9%

			Change	
	1998	2002	Number	Percent
Persistence	62%	67%	5%	8.1%

Figure 8a

Black

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	60%	61%	61%	69%	67%
Equality Index (White)	83%	88%	90%	96%	94%

			Change	
	2001	2002	Number	Percent
Persistence	69%	67%	-2%	-2.9%

			Change	
	1998	2002	Number	Percent
Persistence	60%	67%	7%	11.7%

Trends in Second-Year Persistence of Entering Freshmen, 1998 to 2002

Figure 9
Hispanic

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	69%	52%	57%	66%	67%
Equality Index (White)	96%	75%	84%	92%	94%

			Change	
	2001	2002	Number	Percent
Persistence	66%	67%	1%	1.5%

			Change	
	1998	2002	Number	Percent
Persistence	69%	67%	-2%	-2.9%

Figure 9a
Native American

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	42%	33%	40%	78%	64%
Equality Index (White)	58%	48%	59%	108%	90%

			Change	
	2001	2002	Number	Percent
Persistence	78%	64%	-14%	-17.9%

			Change	
	1998	2002	Number	Percent
Persistence	42%	64%	22%	52.4%

Trends in Second-Year Persistence of Entering Freshmen, 1998 to 2002

Figure 10

Asian

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	68%	58%	65%	72%	72%
Equality Index (White)	94%	84%	96%	100%	101%

			Change	
	2001	2002	Number	Percent
Persistence	72%	72%	0%	0.0%

			Change	
	1998	2002	Number	Percent
Persistence	68%	72%	4%	5.9%

Trends in Second-Year Persistence of Entering Freshmen, 1998 to 2002

Figure 11

Male

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	66%	62%	62%	67%	66%

			Change	
	2001	2002	Number	Percent
Persistence	67%	66%	-1%	-1.5%

			Change	
	1998	2002	Number	Percent
Persistence	66%	66%	0%	0.0%

Figure 11a

Female

	1998	1999	2000	2001	2002
Second-Year Persistence Rate	73%	70%	70%	75%	72%
Equality Index (Male)	111%	113%	113%	112%	109%

			Change	
	2001	2002	Number	Percent
Persistence	75%	72%	-3%	-4.0%

			Change	
	1998	2002	Number	Percent
Persistence	73%	72%	-1%	-1.4%

Trends in Sixth-Year Graduation Rate of Entering Freshmen, 1993 to 1997

Figure 12
Total

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	39%	41%	41%	39%	44%

			Change	
	1996	1997	Number	Percent
Graduation	39%	44%	5%	12.8%

			Change	
	1993	1997	Number	Percent
Graduation	39%	44%	5%	12.8%

Figure 12a
White

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	41%	44%	43%	41%	48%

			Change	
	1996	1997	Number	Percent
Graduation	41%	48%	7%	17.1%

			Change	
	1993	1997	Number	Percent
Graduation	41%	48%	7%	17.1%

Trends in Sixth-Year Graduation Rate of Entering Freshmen, 1993 to 1997

Figure 13
Minority

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	30%	33%	33%	33%	34%
Equality Index (White)	73%	75%	77%	80%	71%

			Change	
	1996	1997	Number	Percent
Graduation	33%	34%	1%	3.0%

			Change	
	1993	1997	Number	Percent
Graduation	30%	34%	4%	13.3%

Figure 13a
Black

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	31%	31%	34%	33%	33%
Equality Index (White)	76%	70%	79%	80%	69%

			Change	
	1996	1997	Number	Percent
Graduation	33%	33%	0%	0.0%

			Change	
	1993	1997	Number	Percent
Graduation	31%	33%	2%	6.5%

Trends in Sixth-Year Graduation Rate of Entering Freshmen, 1993 to 1997

Figure 14
Hispanic

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	24%	28%	24%	41%	44%
Equality Index (White)	59%	64%	56%	100%	92%

			Change	
	1996	1997	Number	Percent
Graduation	41%	44%	3%	7.3%

			Change	
	1993	1997	Number	Percent
Graduation	24%	44%	20%	83.3%

Figure 14a
Native American

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	44%	45%	11%	14%	50%
Equality Index (White)	107%	102%	26%	34%	104%

			Change	
	1996	1997	Number	Percent
Graduation	14%	50%	36%	257.1%

			Change	
	1993	1997	Number	Percent
Graduation	44%	50%	6%	13.6%

Trends in Sixth-Year Graduation Rate of Entering Freshmen, 1993 to 1997

Figure 15

Asian

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	27%	49%	39%	22%	30%
Equality Index (White)	66%	111%	91%	54%	63%

			Change	
	1996	1997	Number	Percent
Graduation	22%	30%	8%	36.4%

			Change	
	1993	1997	Number	Percent
Graduation	27%	30%	3%	11.1%

Trends in Sixth-Year Graduation Rate of Entering Freshmen, 1993 to 1997

Figure 16

Male

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	35%	39%	37%	34%	39%

			Change	
	1996	1997	Number	Percent
Graduation	34%	39%	5%	14.7%

			Change	
	1993	1997	Number	Percent
Graduation	35%	39%	4%	11.4%

Figure 16a

Female

	1993	1994	1995	1996	1997
Sixth-Year Graduation Rate	44%	44%	44%	44%	49%
Equality Index (Male)	126%	113%	119%	129%	126%

			Change	
	1996	1997	Number	Percent
Graduation	44%	49%	5%	11.4%

			Change	
	1993	1997	Number	Percent
Graduation	44%	49%	5%	11.4%

Trends in Enrollment, 1999 to 2003

Figure 17
Total

	1999	2000	2001	2002	2003
Undergrad.	17,829	17,788	16,802	16,863	16,366
Graduate	3,762	4,038	4,093	4,300	4,280
Professional	732	726	703	710	741
Total	22,323	22,552	21,598	21,873	21,387

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	16,863	16,366	-497	-2.9%
Graduate	4,300	4,280	-20	-0.5%
Professional	710	741	31	4.4%
Total	21,873	21,387	-486	-2.2%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	17,829	16,366	-1463	-8.2%
Graduate	3,762	4,280	518	13.8%
Professional	732	741	9	1.2%
Total	22,323	21,387	-936	-4.2%

Figure 17a
Minority

		1999	2000	2001	2002	2003
Undergrad.	Number	3,401	3,340	3,042	2,968	2,869
	Percentage	19.08%	18.78%	18.10%	17.60%	17.53%
Graduate	Number	464	496	510	532	555
	Percentage	12.33%	12.28%	12.46%	12.37%	12.97%
Professional	Number	129	127	123	131	136
	Percentage	17.62%	17.49%	17.50%	18.45%	18.35%
Total	Number	3,994	3,963	3,675	3,631	3,560
	Percentage	17.89%	17.57%	17.02%	16.60%	16.65%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	2,968	2,869	-99	-3.3%
Graduate	532	555	23	4.3%
Professional	131	136	5	3.8%
Total	3,631	3,560	-71	-2.0%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	3,401	2,869	-532	-15.6%
Graduate	464	555	91	19.6%
Professional	129	136	7	5.4%
Total	3,994	3,560	-434	-10.9%

Trends in Enrollment, 1999 to 2003

Figure 18
Black

		1999	2000	2001	2002	2003
Undergrad.	Number	2,545	2,502	2,248	2,174	2,114
	Percentage	14.27%	14.07%	13.38%	12.89%	12.92%
Graduate	Number	326	357	365	389	398
	Percentage	8.67%	8.84%	8.92%	9.05%	9.30%
Professional	Number	60	65	62	70	76
	Percentage	8.20%	8.95%	8.82%	9.86%	10.26%
Total	Number	2,931	2,924	2,675	2,633	2,588
	Percentage	13.13%	12.97%	12.39%	12.04%	12.10%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	2,174	2,114	-60	-2.8%
Graduate	389	398	9	2.3%
Professional	70	76	6	8.6%
Total	2,633	2,588	-45	-1.7%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	2,545	2,114	-431	-16.9%
Graduate	326	398	72	22.1%
Professional	60	76	16	26.7%
Total	2,931	2,588	-343	-11.7%

Figure 18a
Hispanic

		1999	2000	2001	2002	2003
Undergrad.	Number	509	516	502	491	461
	Percentage	2.85%	2.90%	2.99%	2.91%	2.82%
Graduate	Number	52	59	67	76	81
	Percentage	1.38%	1.46%	1.64%	1.77%	1.89%
Professional	Number	24	23	17	16	17
	Percentage	3.28%	3.17%	2.42%	2.25%	2.29%
Total	Number	585	598	586	583	559
	Percentage	2.62%	2.65%	2.71%	2.67%	2.61%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	491	461	-30	-6.1%
Graduate	76	81	5	6.6%
Professional	16	17	1	6.3%
Total	583	559	-24	-4.1%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	509	461	-48	-9.4%
Graduate	52	81	29	55.8%
Professional	24	17	-7	-29.2%
Total	585	559	-26	-4.4%

Trends in Enrollment, 1999 to 2003

Figure 19
Native American

		1999	2000	2001	2002	2003
Undergrad.	Number	78	60	47	61	55
	Percentage	0.44%	0.34%	0.28%	0.36%	0.34%
Graduate	Number	17	21	23	19	17
	Percentage	0.45%	0.52%	0.56%	0.44%	0.40%
Professional	Number	3	5	4	3	2
	Percentage	0.41%	0.69%	0.57%	0.42%	0.27%
Total	Number	98	86	74	83	74
	Percentage	0.44%	0.38%	0.34%	0.38%	0.35%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	61	55	-6	-9.8%
Graduate	19	17	-2	-10.5%
Professional	3	2	-1	-33.3%
Total	83	74	-9	-10.8%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	78	55	-23	-29.5%
Graduate	17	17	0	0.0%
Professional	3	2	-1	-33.3%
Total	98	74	-24	-24.5%

Figure 19a
Asian

		1999	2000	2001	2002	2003
Undergrad.	Number	269	262	245	242	239
	Percentage	1.51%	1.47%	1.46%	1.44%	1.46%
Graduate	Number	69	59	55	48	59
	Percentage	1.83%	1.46%	1.34%	1.12%	1.38%
Professional	Number	42	34	40	42	41
	Percentage	5.74%	4.68%	5.69%	5.92%	5.53%
Total	Number	380	355	340	332	339
	Percentage	1.70%	1.57%	1.57%	1.52%	1.59%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	242	239	-3	-1.2%
Graduate	48	59	11	22.9%
Professional	42	41	-1	-2.4%
Total	332	339	7	2.1%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	269	239	-30	-11.2%
Graduate	69	59	-10	-14.5%
Professional	42	41	-1	-2.4%
Total	380	339	-41	-10.8%

Trends in Enrollment, 1999 to 2003

Figure 20
Female

		1999	2000	2001	2002	2003
Undergrad.	Number	7,648	7,574	7,312	7,367	7,191
	Percentage	42.90%	42.58%	43.52%	43.69%	43.94%
Graduate	Number	1,980	2,144	2,176	2,309	2,238
	Percentage	52.63%	53.10%	53.16%	53.70%	52.29%
Professional	Number	296	320	335	327	344
	Percentage	40.44%	44.08%	47.65%	46.06%	46.42%
Total	Number	9,924	10,038	9,823	10,003	9,773
	Percentage	44.46%	44.51%	45.48%	45.73%	45.70%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	7,367	7,191	-176	-2.4%
Graduate	2,309	2,238	-71	-3.1%
Professional	327	344	17	5.2%
Total	10,003	9,773	-230	-2.3%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	7,648	7,191	-457	-6.0%
Graduate	1,980	2,238	258	13.0%
Professional	296	344	48	16.2%
Total	9,924	9,773	-151	-1.5%

Figure 20a
Disabled

		1999	2000	2001	2002	2003
Undergrad.	Number	688	632	551	480	409
	Percentage	3.86%	3.55%	3.28%	2.85%	2.50%
Graduate	Number	122	124	122	122	119
	Percentage	3.24%	3.07%	2.98%	2.84%	2.78%
Professional	Number	7	5	4	4	9
	Percentage	0.96%	0.69%	0.57%	0.56%	1.21%
Total	Number	817	761	677	606	537
	Percentage	3.66%	3.37%	3.13%	2.77%	2.51%

	Enrollment		Change	
	2002	2003	Number	Percent
Undergrad	480	409	-71	-14.8%
Graduate	122	119	-3	-2.5%
Professional	4	9	5	125.0%
Total	606	537	-69	-11.4%

	Enrollment		Change	
	1999	2003	Number	Percent
Undergrad	688	409	-279	-40.6%
Graduate	122	119	-3	-2.5%
Professional	7	9	2	28.6%
Total	817	537	-280	-34.3%

Trends in Entering Freshmen and New Transfer Enrollment, 1999 to 2003

Figure 21
Total

	1999	2000	2001	2002	2003
Freshmen	2,417	2,281	2,128	2,341	2,498
Transfers	2,047	1,978	1,763	1,784	1,778

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	2,341	2,498	157	6.7%
Transfer	1,784	1,778	-6	-0.3%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	2,417	2,498	81	3.4%
Transfer	2,047	1,778	-269	-13.1%

Figure 21a
Minority

		1999	2000	2001	2002	2003
Freshmen	Number	509	590	446	592	634
	Percentage	21.06%	25.87%	20.96%	25.29%	25.38%
Transfers	Number	213	207	193	187	214
	Percentage	10.41%	10.47%	10.95%	10.48%	12.04%

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	592	634	42	7.1%
Transfer	187	214	27	14.4%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	509	634	125	24.6%
Transfer	213	214	1	0.5%

Trends in Entering Freshmen and New Transfer Enrollment, 1999 to 2003

Figure 22
Black

		1999	2000	2001	2002	2003
Freshmen	Number	406	462	323	461	490
	Percentage	16.80%	20.25%	15.18%	19.69%	19.62%
Transfers	Number	137	146	122	133	135
	Percentage	6.69%	7.38%	6.92%	7.46%	7.59%

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	461	490	29	6.3%
Transfer	133	135	2	1.5%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	406	490	84	20.7%
Transfer	137	135	-2	-1.5%

Figure 22a
Hispanic

		1999	2000	2001	2002	2003
Freshmen	Number	66	78	76	86	90
	Percentage	2.73%	3.42%	3.57%	3.67%	3.60%
Transfers	Number	44	41	42	31	47
	Percentage	2.15%	2.07%	2.38%	1.74%	2.64%

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	86	90	4	4.7%
Transfer	31	47	16	51.6%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	66	90	24	36.4%
Transfer	44	47	3	6.8%

Trends in Entering Freshmen and New Transfer Enrollment, 1999 to 2003

Figure 23
Native American

		1999	2000	2001	2002	2003
Freshmen	Number	6	6	9	10	12
	Percentage	0.25%	0.26%	0.42%	0.43%	0.48%
Transfers	Number	6	5	6	6	7
	Percentage	0.29%	0.25%	0.34%	0.34%	0.39%

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	10	12	2	20.0%
Transfer	6	7	1	16.7%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	6	12	6	100.0%
Transfer	6	7	1	16.7%

Figure 23a
Asian

		1999	2000	2001	2002	2003
Freshmen	Number	31	44	38	35	42
	Percentage	1.28%	1.93%	1.79%	1.50%	1.68%
Transfers	Number	26	15	23	17	25
	Percentage	1.27%	0.76%	1.30%	0.95%	1.41%

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	35	42	7	20.0%
Transfer	17	25	8	47.1%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	31	42	11	35.5%
Transfer	26	25	-1	-3.8%

Trends in Entering Freshmen and New Transfer Enrollment, 1999 to 2003

Figure 24

Female

		1999	2000	2001	2002	2003
Freshmen	Number	1,063	1,000	956	1,013	1,080
	Percentage	43.98%	43.84%	44.92%	43.27%	43.23%
Transfers	Number	932	887	804	859	806
	Percentage	45.53%	44.84%	45.60%	48.15%	45.33%

	Enrollment		Change	
	2002	2003	Number	Percent
Freshmen	1,013	1,080	67	6.6%
Transfer	859	806	-53	-6.2%

	Enrollment		Change	
	1999	2003	Number	Percent
Freshmen	1,063	1,080	17	1.6%
Transfer	932	806	-126	-13.5%

Trends in All Hires, 1999 to 2003

Figure 25
Total

	1999	2000	2001	2002	2003
Administrative	48	42	34	36	15
Professional	194	183	173	118	98
Civil Servant	311	377	379	220	238
Total Faculty	331	338	352	232	311
Total Hires	884	940	938	604	662

	Hires		Change	
	2002	2003	Number	Percent
Administrative	36	15	-21	-58.3%
Professional	118	98	-18	-15.5%
Civil Servant	220	238	18	8.2%
Total Faculty	232	311	79	34.1%
Total Hires	604	662	58	9.8%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	48	15	-33	-68.8%
Professional	194	98	-96	-49.5%
Civil Servant	311	238	-73	-23.5%
Total Faculty	331	311	-20	-6.0%
Total Hires	884	662	-222	-25.1%

Figure 25a
Minority

		1999	2000	2001	2002	2003
Administrative	Number	5	5	4	2	3
	Percentage	10.42%	11.90%	11.76%	5.56%	20.00%
Professional	Number	41	40	34	28	22
	Percentage	21.13%	21.86%	19.65%	24.14%	22.45%
Civil Servant	Number	28	32	42	24	21
	Percentage	8.36%	8.49%	11.08%	10.91%	8.82%
Total Faculty	Number	60	55	89	38	48
	Percentage	18.13%	18.27%	19.60%	16.38%	15.43%
Total Hires	Number	132	132	149	92	94
	Percentage	14.93%	14.04%	15.88%	15.23%	14.20%

	Hires		Change	
	2002	2003	Number	Percent
Administrative	2	3	1	50.0%
Professional	28	22	-6	-21.4%
Civil Servant	24	21	-3	-12.5%
Total Faculty	38	48	10	26.3%
Total Hires	92	94	2	2.2%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	5	3	-2	-40.0%
Professional	41	22	-19	-46.3%
Civil Servant	28	21	-5	-19.2%
Total Faculty	60	48	-12	-20.0%
Total Hires	132	94	-38	-28.8%

Trends in All Hires, 1999 to 2003

Figure 26
Black

		1999	2000	2001	2002	2003
Administrative	Number	2	4	1	1	2
	Percentage	4.17%	9.52%	2.94%	2.78%	13.33%
Professional	Number	18	13	13	9	10
	Percentage	9.28%	7.10%	7.51%	7.76%	10.20%
Civil Servant	Number	22	24	28	19	13
	Percentage	7.07%	6.37%	7.39%	8.64%	5.48%
Total Faculty	Number	20	18	28	15	23
	Percentage	6.04%	4.73%	7.95%	8.47%	7.40%
Total Hires	Number	62	57	70	44	48
	Percentage	7.01%	8.06%	7.46%	7.28%	7.25%

	Hires		Change	
	2002	2003	Number	Percent
Administrative	1	2	1	100.0%
Professional	9	10	1	11.1%
Civil Servant	19	13	-6	-31.6%
Total Faculty	15	23	8	53.3%
Total Hires	44	48	4	9.1%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	2	2	0	0.0%
Professional	18	10	-8	-44.4%
Civil Servant	22	13	-9	-40.9%
Total Faculty	20	23	3	15.0%
Total Hires	62	48	-14	-22 6%

Figure 26a
Hispanic

		1999	2000	2001	2002	2003
Administrative	Number	1	0	0	0	0
	Percentage	2.08%	0.00%	0.00%	0.00%	0.00%
Professional	Number	1	4	3	2	3
	Percentage	0.52%	2.19%	1.73%	1.72%	3.06%
Civil Servant	Number	2	2	5	2	1
	Percentage	0.84%	0.53%	1.32%	0.91%	0.42%
Total Faculty	Number	8	3	8	4	4
	Percentage	2.42%	0.89%	2.27%	1.72%	1.29%
Total Hires	Number	12	9	16	8	8
	Percentage	1.38%	0.96%	1.71%	1.32%	1.21%

	Hires		Change	
	2002	2003	Number	Percent
Administrative	0	0	0	#DIV/0!
Professional	2	3	1	50.0%
Civil Servant	2	1	-1	-50.0%
Total Faculty	4	4	0	0.0%
Total Hires	8	8	0	0 0%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	1	0	-1	-100.0%
Professional	1	3	2	200.0%
Civil Servant	2	1	-1	-50.0%
Total Faculty	8	4	-4	-50.0%
Total Hires	12	8	-4	-33.3%

Trends in All Hires, 1999 to 2003

Figure 27
Native American

		1999	2000	2001	2002	2003
Administrative	Number	0	0	0	0	0
	Percentage	0.00%	0.00%	0.00%	0.00%	0.00%
Professional	Number	3	0	0	1	1
	Percentage	1.55%	0.00%	0.00%	0.86%	1.02%
Civil Servant	Number	2	1	2	0	3
	Percentage	0.64%	0.27%	0.53%	0.00%	1.26%
Total Faculty	Number	1	0	1	1	1
	Percentage	0.30%	0.00%	0.28%	0.43%	0.32%
Total Hires	Number	6	1	3	2	5
	Percentage	0.66%	0.11%	0.32%	0.33%	0.76%

	Hires		Change	
	2002	2003	Number	Percent
Administrative	0	0	0	#DIV/0!
Professional	1	1	0	0.0%
Civil Servant	0	3	3	#DIV/0!
Total Faculty	1	1	0	0.0%
Total Hires	2	5	3	150.0%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	0	0	0	#DIV/0!
Professional	3	1	-2	-66.7%
Civil Servant	2	3	1	50.0%
Total Faculty	1	1	0	0.0%
Total Hires	6	5	-1	-16.7%

Figure 27a
Asian

		1999	2000	2001	2002	2003
Administrative	Number	2	1	3	1	1
	Percentage	4.17%	2.38%	8.82%	2.78%	6.67%
Professional	Number	19	23	18	16	8
	Percentage	9.79%	12.57%	10.40%	13.79%	8.16%
Civil Servant	Number	0	5	7	3	4
	Percentage	0.00%	1.33%	1.85%	1.36%	1.68%
Total Faculty	Number	31	36	32	18	20
	Percentage	9.37%	10.65%	9.09%	7.76%	6.43%
Total Hires	Number	52	65	60	38	33
	Percentage	5.88%	6.91%	6.40%	6.29%	4.98%

	Hires		Change	
	2002	2003	Number	Percent
Administrative	1	1	0	0.0%
Professional	16	8	-8	-50.0%
Civil Servant	3	4	1	33.3%
Total Faculty	18	20	2	11.1%
Total Hires	38	33	-5	-13.2%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	2	1	-1	-50.0%
Professional	19	8	-11	-57.9%
Civil Servant	0	4	4	#DIV/0!
Total Faculty	31	20	-11	-35.5%
Total Hires	52	33	-19	-36.5%

Trends in All Hires, 1999 to 2003

Figure 28
Female

		1999	2000	2001	2002	2003
Administrative	Number	11	16	10	12	5
	Percentage	22.92%	36.10%	29.41%	33.33%	33.33%
Professional	Number	116	91	65	57	57
	Percentage	59.79%	49.73%	49.13%	49.14%	58.16%
Civil Servant	Number	201	247	255	136	183
	Percentage	64.63%	65.52%	67.26%	61.62%	76.89%
Total Faculty	Number	126	144	143	91	162
	Percentage	38.07%	42.60%	40.63%	39.22%	52.09%
Total Hires	Number	454	498	493	296	407
	Percentage	51.36%	52.98%	52.56%	49.01%	61.46%

	Hires		Change	
	2002	2003	Number	Percent
Administrative	12	5	-7	-56.3%
Professional	57	57	0	0.0%
Civil Servant	136	183	47	34.6%
Total Faculty	91	162	71	78.0%
Total Hires	296	407	111	37.5%

	Hires		Change	
	1999	2003	Number	Percent
Administrative	11	5	-6	-54.5%
Professional	116	57	-59	-50.9%
Civil Servant	201	163	-18	-9.0%
Total Faculty	126	162	36	26.6%
Total Hires	454	407	-47	-10.4%

Trends in Faculty Hires, 1999 to 2003

Figure 29
Total

	1999	2000	2001	2002	2003
Tenure Track	71	74	71	47	67
Non-Tenure Track	260	264	281	185	244
Total Faculty	331	338	352	232	311
Total Hires	884	940	938	604	662

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	47	67	20	42.6%
Non-Tenure Track	185	244	59	31.9%
Total Faculty	232	311	79	34.1%
Total Hires	604	662	58	9.6%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	71	67	-4	-5.6%
Non-Tenure Track	260	244	-16	-6.2%
Total Faculty	331	311	-20	-6.0%
Total Hires	884	662	-222	-25.1%

Figure 29a
Minority

		1999	2000	2001	2002	2003
Tenure Track	Number	16	15	16	13	15
	Percentage	22.54%	20.27%	22.54%	27.66%	22.39%
Non-Tenure Track	Number	44	40	53	25	33
	Percentage	16.92%	15.15%	18.86%	13.51%	13.52%
Total Faculty	Number	60	55	69	38	48
	Percentage	18.13%	16.27%	19.60%	16.38%	15.43%
Total Hires	Number	132	132	149	92	94
	Percentage	14.93%	14.04%	15.88%	15.23%	14.20%

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	13	15	2	15.4%
Non-Tenure Track	25	33	8	32.0%
Total Faculty	38	48	10	26.3%
Total Hires	92	94	2	2.2%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	16	15	-1	-6.3%
Non-Tenure Track	44	33	-11	-25.0%
Total Faculty	60	48	-12	-20.0%
Total Hires	132	94	-38	-28.8%

Trends in Faculty Hires, 1999 to 2003

Figure 30
Black

		1999	2000	2001	2002	2003
Tenure Track	Number	4	3	7	4	4
	Percentage	5.63%	4.05%	9.86%	8.51%	5.97%
Non-Tenure Track	Number	16	13	21	11	19
	Percentage	6.15%	4.92%	7.47%	5.95%	7.79%
Total Faculty	Number	20	16	28	15	23
	Percentage	6.04%	4.73%	7.95%	6.47%	7.40%
Total Hires	Number	62	57	70	44	48
	Percentage	7.01%	6.06%	7.46%	7.28%	7.25%

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	4	4	0	0.0%
Non-Tenure Track	11	19	8	72.7%
Total Faculty	15	23	8	53.3%
Total Hires	44	48	4	9.1%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	4	4	0	0.0%
Non-Tenure Track	16	19	3	18.8%
Total Faculty	20	23	3	15.0%
Total Hires	62	48	-14	-22.6%

Figure 30a
Hispanic

		1999	2000	2001	2002	2003
Tenure Track	Number	2	0	3	2	2
	Percentage	2.82%	0.00%	4.23%	4.26%	2.99%
Non-Tenure Track	Number	6	3	5	2	2
	Percentage	2.31%	1.14%	1.78%	1.08%	0.82%
Total Faculty	Number	8	3	8	4	4
	Percentage	2.42%	0.89%	2.27%	1.72%	1.29%
Total Hires	Number	12	9	16	8	8
	Percentage	1.36%	0.96%	1.71%	1.32%	1.21%

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	2	2	0	0.0%
Non-Tenure Track	2	2	0	0.0%
Total Faculty	4	4	0	0.0%
Total Hires	8	8	0	0.0%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	2	2	0	0.0%
Non-Tenure Track	6	2	-4	-66.7%
Total Faculty	8	4	-4	-50.0%
Total Hires	12	8	-4	-33.3%

Trends in Faculty Hires, 1999 to 2003

Figure 31
Native American

		1999	2000	2001	2002	2003
Tenure Track	Number	0	0	0	0	0
	Percentage	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Tenure Track	Number	1	0	1	1	1
	Percentage	0.38%	0.00%	0.36%	0.54%	0.41%
Total Faculty	Number	1	0	1	1	1
	Percentage	0.30%	0.00%	0.28%	0.43%	0.32%
Total Hires	Number	6	1	3	2	5
	Percentage	0.68%	0.11%	0.32%	0.33%	0.76%

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	0	0	0	#DIV/0!
Non-Tenure Track	1	1	0	0.0%
Total Faculty	1	1	0	0.0%
Total Hires	2	5	3	150.0%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	0	0	0	#DIV/0!
Non-Tenure Track	1	1	0	0.0%
Total Faculty	1	1	0	0.0%
Total Hires	6	5	-1	-16.7%

Figure 31a
Asian

		1999	2000	2001	2002	2003
Tenure Track	Number	10	12	6	7	9
	Percentage	14.08%	16.22%	8.45%	14.89%	13.43%
Non-Tenure Track	Number	21	24	26	11	11
	Percentage	8.08%	9.09%	9.25%	5.95%	4.51%
Total Faculty	Number	31	36	32	18	20
	Percentage	9.37%	10.65%	9.09%	7.76%	6.43%
Total Hires	Number	52	65	60	38	33
	Percentage	5.88%	6.91%	6.40%	6.29%	4.98%

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	7	9	2	28.6%
Non-Tenure Track	11	11	0	0.0%
Total Faculty	18	20	2	11.1%
Total Hires	38	33	-5	-13.2%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	10	9	-1	-10.0%
Non-Tenure Track	21	11	-10	-47.6%
Total Faculty	31	20	-11	-35.5%
Total Hires	52	33	-19	-36.5%

Trends in Faculty Hires, 1999 to 2003

Figure 32

Female

		1999	2000	2001	2002	2003
Tenure Track	Number	20	25	25	12	22
	Percentage	28.17%	33.78%	35.21%	25.53%	32.84%
Non-Tenure Track	Number	106	119	118	79	140
	Percentage	40.77%	45.08%	41.99%	42.70%	57.38%
Total Faculty	Number	126	144	143	91	162
	Percentage	38.07%	42.60%	40.63%	39.22%	52.09%
Total Hires	Number	454	498	493	296	407
	Percentage	51.36%	52.98%	52.56%	49.01%	61.48%

	Hires		Change	
	2002	2003	Number	Percent
Tenure Track	12	22	10	83.3%
Non-Tenure Track	79	140	61	77.2%
Total Faculty	91	162	71	78.0%
Total Hires	296	407	111	37.5%

	Hires		Change	
	1999	2003	Number	Percent
Tenure Track	20	22	2	10.0%
Non-Tenure Track	106	140	34	32.1%
Total Faculty	126	162	36	28.6%
Total Hires	454	407	-47	-10.4%

Trends in All Employment, 1999 to 2003

Figure 33
Total

	1999	2000	2001	2002	2003
Administrative	231	230	259	282	215
Professional	804	617	884	639	831
Civil Servant	2,476	2,492	2,514	2,461	2,408
Total Faculty	1,338	1,329	1,371	1,306	1,290
Total Employment	4,649	4,688	4,808	4,668	4,544

	Employment		Change	
	2002	2003	Number	Percent
Administrative	282	215	-47	-17.9%
Professional	639	631	-8	-1.3%
Civil Servant	2,461	2,408	-53	-2.2%
Total Faculty	1,306	1,290	-16	-1.2%
Total Employment	4,668	4,544	-124	-2.7%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	231	215	-18	-6.9%
Professional	604	631	27	4.5%
Civil Servant	2,476	2,408	-68	-2.7%
Total Faculty	1,338	1,290	-48	-3 6%
Total Employment	4,849	4,544	-105	-2.3%

Figure 33a
Minority

		1999	2000	2001	2002	2003
Administrative	Number	22	21	24	23	21
	Percentage	9.52%	9.13%	9.27%	8.78%	9.77%
Professional	Number	70	84	81	77	80
	Percentage	11.59%	13.81%	12.20%	12.05%	12.88%
Civil Servant	Number	218	213	216	199	194
	Percentage	8.72%	8.55%	8.59%	8.09%	8.06%
Total Faculty	Number	153	159	185	166	183
	Percentage	11.43%	11.96%	13.49%	12.71%	14.19%
Total Employment	Number	461	477	506	465	478
	Percentage	9.92%	10 22%	10.52%	9 96%	10.52%

	Employment		Change	
	2002	2003	Number	Percent
Administrative	23	21	-2	-8.7%
Professional	77	80	3	3.9%
Civil Servant	199	194	-5	-2.5%
Total Faculty	166	183	17	10.2%
Total Employment	465	478	13	2.8%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	22	21	-1	-4.5%
Professional	70	80	10	14.3%
Civil Servant	216	194	-22	-10.2%
Total Faculty	153	183	30	19 6%
Total Employment	461	478	17	3.7%

Trends in All Employment, 1999 to 2003

Figure 34
Black

		1999	2000	2001	2002	2003
Administrative	Number	13	13	14	12	13
	Percentage	5.63%	5.65%	5.41%	4.58%	6.05%
Professional	Number	41	48	45	42	40
	Percentage	6.79%	7.76%	6.76%	6.57%	6.34%
Civil Servant	Number	172	174	174	157	146
	Percentage	6.95%	6.98%	6.92%	6.38%	6.15%
Total Faculty	Number	47	45	60	58	59
	Percentage	3.51%	3.39%	4.38%	4.44%	4.57%
Total Employment	Number	273	280	293	269	260
	Percentage	5.87%	6.00%	6.09%	5.76%	5.72%

	Employment		Change	
	2002	2003	Number	Percent
Administrative	12	13	1	8.3%
Professional	42	40	-2	-4.6%
Civil Servant	157	146	-9	-5.7%
Total Faculty	56	59	1	1.7%
Total Employment	269	260	-9	-3.3%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	13	13	0	0.0%
Professional	41	40	-1	-2.4%
Civil Servant	172	148	-24	-14.0%
Total Faculty	47	59	12	25.5%
Total Employment	273	260	-13	-4.8%

Figure 34a
Hispanic

		1999	2000	2001	2002	2003
Administrative	Number	3	3	3	3	1
	Percentage	1.30%	1.30%	1.16%	1.15%	0.47%
Professional	Number	9	12	14	15	14
	Percentage	1.49%	1.94%	2.11%	2.35%	2.22%
Civil Servant	Number	16	15	16	19	17
	Percentage	0.65%	0.60%	0.72%	0.77%	0.71%
Total Faculty	Number	19	20	25	19	19
	Percentage	1.42%	1.50%	1.82%	1.45%	1.47%
Total Employment	Number	47	50	60	56	51
	Percentage	1.01%	1.07%	1.25%	1.20%	1.12%

	Employment		Change	
	2002	2003	Number	Percent
Administrative	3	1	-2	-66.7%
Professional	15	14	-1	-6.7%
Civil Servant	19	17	-2	-10.5%
Total Faculty	19	19	0	0.0%
Total Employment	56	51	-5	-6.9%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	3	1	-2	-66.7%
Professional	9	14	5	55.6%
Civil Servant	16	17	1	6.3%
Total Faculty	19	19	0	0.0%
Total Employment	47	51	4	6.5%

Trends in All Employment, 1999 to 2003

Figure 35
Native American

		1999	2000	2001	2002	2003
Administrative	Number	0	0	0	0	0
	Percentage	0.00%	0 00%	0.00%	0.00%	0.00%
Professional	Number	3	4	4	4	4
	Percentage	0.50%	0.85%	0 80%	0 63%	0 83%
Civil Servant	Number	10	8	7	4	7
	Percentage	0.40%	0.32%	0.28%	0.18%	0 29%
Total Faculty	Number	3	3	4	4	4
	Percentage	0 22%	0.23%	0.29%	0.31%	0.31%
Total Employment	Number	18	15	15	12	15
	Percentage	0.34%	0.32%	0.31%	0 28%	0.33%

	Employment		Change	
	2002	2003	Number	Percent
Administrative	0	0	0	#DIV/0!
Professional	4	4	0	0.0%
Civil Servant	4	7	3	75.0%
Total Faculty	4	4	0	0.0%
Total Employment	12	15	3	25.0%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	0	0	0	#DIV/0!
Professional	3	4	1	33.3%
Civil Servant	10	7	-3	-30 0%
Total Faculty	3	4	1	33.3%
Total Employment	16	15	-1	-6.3%

Figure 35a
Asian

		1999	2000	2001	2002	2003
Administrative	Number	6	5	7	8	7
	Percentage	2 60%	2.17%	2.70%	3.05%	3.26%
Professional	Number	17	20	18	16	22
	Percentage	2.81%	3.24%	2.71%	2 50%	3 49%
Civil Servant	Number	18	18	17	19	22
	Percentage	0.73%	0 64%	0.68%	0.77%	0.91%
Total Faculty	Number	84	91	96	85	101
	Percentage	6.28%	8.85%	7.00%	6.51%	7.83%
Total Employment	Number	125	132	138	128	152
	Percentage	2.89%	2 83%	2.87%	2.74%	3 35%

	Employment		Change	
	2002	2003	Number	Percent
Administrative	8	7	-1	-12.5%
Professional	16	22	6	37.5%
Civil Servant	19	22	3	15.8%
Total Faculty	85	101	16	18.8%
Total Employment	128	152	24	18.8%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	6	7	1	18.7%
Professional	17	22	5	29.4%
Civil Servant	18	22	4	22.2%
Total Faculty	84	101	17	20.2%
Total Employment	125	152	27	21 6%

Trends in All Employment, 1999 to 2003

Figure 36
Female

		1999	2000	2001	2002	2003
Administrative	Number	67	69	92	96	72
	Percentage	29.00%	30.00%	35.52%	36.64%	33.49%
Professional	Number	341	359	355	346	339
	Percentage	56.46%	58.16%	53.46%	54.15%	53.72%
Civil Servant	Number	1,556	1,559	1,607	1,581	1,572
	Percentage	62.84%	62.56%	63.92%	64.24%	65.26%
Total Faculty	Number	521	532	555	521	516
	Percentage	38.94%	40.03%	40.48%	39.89%	40.00%
Total Employment	Number	2,485	2,519	2,609	2,544	2,499
	Percentage	53.45%	53.96%	54.26%	54.50%	55.00%

	Employment		Change	
	2002	2003	Number	Percent
Administrative	96	72	-24	-25.0%
Professional	346	339	-7	-2.0%
Civil Servant	1,581	1,572	-9	-0.6%
Total Faculty	521	516	-5	-1.0%
Total Employment	2,544	2,499	-45	-1.6%

	Employment		Change	
	1999	2003	Number	Percent
Administrative	67	72	5	7.5%
Professional	341	339	-2	-0.6%
Civil Servant	1,556	1,572	16	1.0%
Total Faculty	521	516	-5	-1.0%
Total Employment	2,485	2,499	14	0.6%

Trends in Faculty Employment, 1999 to 2003

Figure 37
Total

	1999	2000	2001	2002	2003
Tenured Faculty	582	555	549	526	526
Tenure Track	246	262	278	266	266
Tenured & Tenure Track	828	817	827	794	792
Other Faculty	510	512	544	512	498
Total Faculty	1,338	1,329	1,371	1,306	1,290

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	526	526	0	0.0%
Tenure Track	268	266	-2	-0.7%
Tenured & Tenure Track	794	792	-2	-0.3%
Other Faculty	512	498	-14	-2.7%
Total Faculty	1,306	1,290	-16	-1.2%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	582	526	-56	-9.6%
Tenure Track	246	266	20	8.1%
Tenured & Tenure Track	828	792	-36	-4.3%
Other Faculty	510	498	-12	-2.4%
Total Faculty	1,338	1,290	-46	-3.6%

Figure 37a
Minority

		1999	2000	2001	2002	2003
Tenured Faculty	Number	77	72	71	73	73
	Percentage	13.23%	12.97%	12.93%	13.88%	13.88%
Tenure Track	Number	25	29	40	34	36
	Percentage	10.16%	11.07%	14.39%	12.69%	13.53%
Tenured & Tenure Track	Number	102	101	111	107	109
	Percentage	12.32%	12.36%	13.42%	13.48%	13.76%
Other Faculty	Number	51	58	74	59	74
	Percentage	10.00%	11.33%	13.60%	11.52%	14.86%
Total Faculty	Number	153	159	185	166	183
	Percentage	11.43%	11.96%	13.49%	12.71%	14.19%

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	73	73	0	0.0%
Tenure Track	34	36	2	5.9%
Tenured & Tenure Track	107	109	2	1.9%
Other Faculty	59	74	15	25.4%
Total Faculty	166	183	17	10.2%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	77	73	-4	-5.2%
Tenure Track	25	36	11	44.0%
Tenured & Tenure Track	102	109	7	6.9%
Other Faculty	51	74	23	45.1%
Total Faculty	153	183	30	19.6%

Trends In Faculty Employment, 1999 to 2003

Figure 38
Black

		1999	2000	2001	2002	2003
Tenured Faculty	Number	12	14	14	15	13
	Percentage	2.06%	2.52%	2.55%	2.85%	2.47%
Tenure Track	Number	12	11	15	18	19
	Percentage	4.88%	4.20%	5.40%	5.97%	7.14%
Tenured & Tenure Track	Number	24	25	29	31	32
	Percentage	2.90%	3.06%	3.51%	3.90%	4.04%
Other Faculty	Number	23	20	31	27	27
	Percentage	4.51%	3.91%	5.70%	5.27%	5.42%
Total Faculty	Number	47	45	60	58	59
	Percentage	3.51%	3.39%	4.38%	4.44%	4.57%

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	15	13	-2	-13.3%
Tenure Track	16	19	3	18.8%
Tenured & Tenure Track	31	32	1	3.2%
Other Faculty	27	27	0	0.0%
Total Faculty	58	59	1	1.7%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	12	13	1	8.3%
Tenure Track	12	19	7	58.3%
Tenured & Tenure Track	24	32	8	33.3%
Other Faculty	23	27	4	17.4%
Total Faculty	47	59	12	25.5%

Figure 38a
Hispanic

		1999	2000	2001	2002	2003
Tenured Faculty	Number	9	8	10	9	12
	Percentage	1.55%	1.44%	1.82%	1.71%	2.28%
Tenure Track	Number	4	4	6	5	1
	Percentage	1.63%	1.53%	2.16%	1.87%	0.38%
Tenured & Tenure Track	Number	13	12	16	14	13
	Percentage	1.57%	1.47%	1.93%	1.78%	1.84%
Other Faculty	Number	6	8	9	5	8
	Percentage	1.18%	1.56%	1.85%	0.98%	1.20%
Total Faculty	Number	19	20	25	19	19
	Percentage	1.42%	1.50%	1.82%	1.45%	1.47%

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	9	12	3	33.3%
Tenure Track	5	1	-4	-80.0%
Tenured & Tenure Track	14	13	-1	-7.1%
Other Faculty	5	6	1	20.0%
Total Faculty	19	19	0	0.0%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	9	12	3	33.3%
Tenure Track	4	1	-3	-75.0%
Tenured & Tenure Track	13	13	0	0.0%
Other Faculty	6	6	0	0.0%
Total Faculty	19	19	0	0.0%

Trends in Faculty Employment, 1999 to 2003

Figure 39
Native American

		1999	2000	2001	2002	2003
Tenured Faculty	Number	2	2	2	2	2
	Percentage	0.34%	0.38%	0.38%	0.38%	0.38%
Tenure Track	Number	0	0	0	0	0
	Percentage	0.00%	0.00%	0.00%	0.00%	0.00%
Tenured & Tenure Track	Number	2	2	2	2	2
	Percentage	0.24%	0.24%	0.24%	0.25%	0.25%
Other Faculty	Number	1	1	2	2	2
	Percentage	0.20%	0.20%	0.37%	0.39%	0.40%
Total Faculty	Number	3	3	4	4	4
	Percentage	0.22%	0.23%	0.29%	0.31%	0.31%

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	2	2	0	0.0%
Tenure Track	0	0	0	#DIV/0!
Tenured & Tenure Track	2	2	0	0.0%
Other Faculty	2	2	0	0.0%
Total Faculty	4	4	0	0.0%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	2	2	0	0.0%
Tenure Track	0	0	0	#DIV/0!
Tenured & Tenure Track	2	2	0	0.0%
Other Faculty	1	2	1	100.0%
Total Faculty	3	4	1	33.3%

Figure 39a
Asian

		1999	2000	2001	2002	2003
Tenured Faculty	Number	54	48	45	47	46
	Percentage	9.28%	8.65%	8.20%	8.94%	8.75%
Tenure Track	Number	9	14	19	13	16
	Percentage	3.66%	5.34%	6.83%	4.85%	6.02%
Tenured & Tenure Track	Number	83	62	64	60	62
	Percentage	7.61%	7.59%	7.74%	7.56%	7.83%
Other Faculty	Number	21	29	32	25	39
	Percentage	4.12%	5.68%	5.88%	4.88%	7.83%
Total Faculty	Number	84	91	96	85	101
	Percentage	6.28%	6.85%	7.00%	6.51%	7.83%

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	47	48	-1	-2.1%
Tenure Track	13	16	3	23.1%
Tenured & Tenure Track	60	82	2	3.3%
Other Faculty	25	39	14	58.0%
Total Faculty	85	101	16	18.8%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	54	46	-8	-14.8%
Tenure Track	9	16	7	77.8%
Tenured & Tenure Track	83	62	-1	-1.6%
Other Faculty	21	39	18	85.7%
Total Faculty	84	101	17	20.2%

Trends In Faculty Employment, 1999 to 2003

Figure 40

Female

		1999	2000	2001	2002	2003
Tenured Faculty	Number	141	137	146	139	136
	Percentage	24.23%	24.68%	26.59%	26.43%	25.86%
Tenure Track	Number	90	93	102	96	91
	Percentage	36.59%	35.50%	36.69%	35.82%	34.21%
Tenured & Tenure Track	Number	231	230	248	235	227
	Percentage	27.90%	28.15%	29.99%	29.60%	28.66%
Other Faculty	Number	290	302	307	286	289
	Percentage	56.86%	56.98%	56.43%	55.86%	56.03%
Total Faculty	Number	521	532	555	521	516
	Percentage	38.94%	40.03%	40.48%	39.69%	40.00%

	Employment		Change	
	2002	2003	Number	Percent
Tenured Faculty	139	136	-3	-2.2%
Tenure Track	96	91	-5	-5.2%
Tenured & Tenure Track	235	227	-8	-3.4%
Other Faculty	286	289	3	1.0%
Total Faculty	521	516	-5	-1.0%

	Employment		Change	
	1999	2003	Number	Percent
Tenured Faculty	141	136	-5	-3.5%
Tenure Track	90	91	1	1.1%
Tenured & Tenure Track	231	227	-4	-1.7%
Other Faculty	290	289	-1	-0.3%
Total Faculty	521	516	-5	-1.0%

Table 1

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES* FISCAL YEARS 2003 AND 2004

			Dollars Budgeted					
	Staff Years Budgeted		State		Other		Change In Dollars Budgeted	
Program	FY03	FY04	FY03	FY04	FY03	FY04	State	Other
Designated Programs								
America Reads FWS***	18.75	65.00	129,810	155,000			25,190	
AmeriCorps/East St. Louis***	47.00	27.00	791,557	345,000			(446,557)	
Chancellor's Graduate Scholar Awards	0.01	0.05	0	0			0	
Disability Support Services	3.00	3.00	121,710	127,400			5,690	
IL Consortium for Educational Opportunity	0.05	0.05	0	0			0	
Latin American Scholarship Program of American University	0.01	0.01			0	0		0
Minority Engineering Program**	1.00	0.53	39,150	30,980			(8,170)	
Minority Teachers of Illinois Scholarship	0.20	0.10	27,000	13,500			(13,500)	
Organization of Minority Business Students	0.00	0.00	3,000	0			(3,000)	
Recruitment and Retention Fund								
Engineering and Science Precollege Program***	0.88	0.63	13,900	10,960			(2,940)	
Faculty Recruitment and Retention	0.25	0.25	134,500	128,000			(6,500)	
Johnetta Haley Scholarship	0.25	0.25	375,900	390,800			14,900	
School of Dental Medicine								
Minority Scholarship Program	0.01	0.01	13,000	13,000			0	
Students Engaged in Engineering	0.03	0.00	1,700	0			(1,700)	
Women's Studies Program	1.00	1.00	23,690	24,480			790	
Other Programs								
Campus of Learners Project	3.00	3.15	16,600	7,300	230,000	237,000	(9,300)	7,000
Charter School***	11.41	11.60	52,500	39,500	595,000	546,500	(13,000)	(48,500)
Competitive Graduate Award	0.05	0.10	127,400	127,400			0	
Computer Lab/East St. Louis	3.54	3.22	111,700	113,200	0	14,400	1,500	14,400
Discovery Center for Little Scholars	10.12	1.39	31,500	23,300	404,800	145,800	(8,200)	(259,000)
East St. Louis Center for the Performing Arts***	4.82	4.48	384,400	165,500	48,400	109,900	(218,900)	61,500

Educational Enrichment Programs***	0.65		0.65		31,000	31,000						0	
Educational Opportunity Center/East St. Louis	7.00		3.68		17,100	1,100		302,000	150,900			(16,000)	(151,100)
Educational Talent Search***	4.07		3.93		26,100	5,300		245,400	250,300			(20,800)	4,900
Enrollment Information Service***	0.00		0.00		3,500	0						(3,500)	
GEAR UP***	5.88		6.00		40,100	32,200		240,000	240,000			(7,900)	0
Head Start/Early Program	166.62		167.52		33,200	0		9,789,100	10,155,300			(33,200)	366,200
Latchkey Program***	2.10		0.66		21,800	0		82,700	51,300			(21,800)	(31,400)
Project GAIN	2.50		2.50		125,000	125,500						500	
Project Success/East St. Louis***	5.68		4.36		23,100	0		271,700	256,700			(23,100)	(15,000)
Special Services Program	14.07		14.60					316,100	322,400				6,300
Upward Bound (BEV)***	5.00		4.65		25,600	5,600		290,800	303,000			(20,000)	12,200
Upward Bound (EC)***	8.76		9.87		24,000	7,700		538,300	581,200			(16,300)	42,900
Upward Bound Math and Science Center***	3.76		4.39		25,200	5,300		250,700	255,700			(19,900)	5,000

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

*** Program serves elementary and secondary school students.

Table 2

Students with Disabilities[1]
Academic Year 2003-2004

Students are to be reported in three categories: (1) students who registered with the unit providing services; (2) of those students who registered, the number of students utilizing services; and (3) students who self-reported but did not register or use services.

Students Who Registered

Type of Disability[2]	Undergraduate	Graduate	Other[3]	Total
Learning	83	1		84
ADHD	35			35
Psychological	29	1		30
Developmental				0
Mobility	34	1		35
Blind/Low Vision	10			10
Deaf/Hard of Hearing	8			8
Systemic/Chronic Health Problems	4			4
Other	49			49

Registered Students Who Used Services

Type of Disability[2]	Undergraduate	Graduate	Other[3]	Total
Learning	83	1		84
ADHD	35			35
Psychological	29	1		30
Developmental				0
Mobility	34	1		35
Blind/Low Vision	10			10
Deaf/Hard of Hearing	8			8
Systemic/Chronic Health Problems	4			4
Other	49			49

Students Who Self-Report (but did not register)

Type of Disability[2]	Undergraduate	Graduate	Other[3]	Total
Learning	N/A	N/A	N/A	N/A
ADHD	N/A	N/A	N/A	N/A
Psychological	N/A	N/A	N/A	N/A
Developmental	N/A	N/A	N/A	N/A
Mobility	N/A	N/A	N/A	N/A
Blind/Low Vision	N/A	N/A	N/A	N/A
Deaf/Hard of Hearing	N/A	N/A	N/A	N/A
Systemic/Chronic Health Problems	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A

[1] See Guidelines Attachment A for a detailed definition of "Students with Disabilities."

[2] Please count each student once based upon his or her primary disability. Do not report duplicated headcounts.

[3] Report student populations not included in undergraduate/graduate columns. Such populations may include, but are not limited to, students in dual credit, adult education, and continuing education programs. Please feel free to footnote what populations you are reporting on behalf of your institution.

Supplemental Questions

1. Please describe below the method your institution uses to collect self-reported student data.

Information for students with disabilities is integrated in the SIUE website. The following statement appears on the SIUE application for admission: "Disability Support Services: Southern Illinois University Edwardsville offers a range of resources to support students with disabilities. For more information about programs and resources for students with disabilities please contact the Office of Disability Support Services, Rendleman 1218..." Students complete a self-report information form when registering for services.

2. If available, please indicate the number of faculty, staff, or other individuals with disabilities served that are not included in the tables above.

Type of Disability	Faculty/Staff	Other
Learning	N/A	N/A
ADHD	N/A	N/A
Psychological	N/A	N/A
Developmental	N/A	N/A
Mobility	N/A	N/A
Blind/Low Vision	N/A	N/A
Deaf/Hard of Hearing	N/A	N/A
Systemic/Chronic Health Problems	N/A	N/A
Other	N/A	N/A

Attachment A

Definitions for Annual Report on Underrepresented Groups in Higher Education

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Black (not of Hispanic origin) – A person having origins in any of the Black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

Students with Disabilities – State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." It is necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Table 1.A

Southern Illinois University Edwardsville

Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status

by Student Level and School

Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1999	44	34	252	631	9	18	39	50	39	55	2101	2829	2484	3617	59	65
Fall 2000	59	44	262	641	14	16	31	42	38	48	2107	2842	2511	3633	55	65
Fall 2001	37	49	281	611	8	16	47	44	42	58	2189	2898	2604	3676	65	69
Fall 2002	44	40	260	562	6	22	47	52	42	60	2432	3027	2831	3763	74	76
Fall 2003	32	45	284	583	5	21	57	64	50	68	2693	3243	3121	4024	84	79
Graduate																
Fall 1999	17	22	15	45	1	6	1	3	3	2	182	251	219	329	3	4
Fall 2000	21	30	21	41	3	3	3	3	3	6	159	247	210	330	1	3
Fall 2001	23	27	25	34	1	4	3	4	3	5	162	257	217	331	2	4
Fall 2002	22	26	27	41	1	2	4	4	1	5	152	280	207	358	1	2
Fall 2003	31	36	26	51	3	4	4	10	3	3	171	295	238	399	6	3
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1999	16	9	33	73	5	2	7	7	7	3	552	517	620	611	5	4
Fall 2000	13	17	45	62	4	1	11	3	6	9	628	581	707	673	4	6
Fall 2001	20	18	40	85	5	0	11	10	4	8	664	616	744	737	7	6
Fall 2002	20	14	38	68	5	1	8	11	6	8	563	560	640	662	9	4
Fall 2003	17	16	46	82	3	2	13	16	6	7	550	514	635	637	8	11
Graduate																
Fall 1999	33	17	4	8	1	0	1	2	1	0	128	93	168	120	1	0
Fall 2000	61	24	4	8	2	0	3	2	2	3	108	103	180	140	0	0
Fall 2001	49	30	7	10	0	1	2	2	2	3	127	110	187	156	0	1
Fall 2002	39	34	9	9	2	1	5	1	4	0	139	113	198	158	0	0
Fall 2003	40	29	10	9	2	1	3	3	7	0	132	117	194	159	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
Fall 1999	0	1	6	4	4	0	13	9	3	0	121	41	147	55	0	0
Fall 2000	0	1	5	3	4	0	11	9	2	1	112	47	134	61	0	0
Fall 2001	0	1	5	3	4	0	9	8	4	1	104	55	126	68	0	0
Fall 2002	0	0	3	4	2	0	8	5	4	2	99	65	116	76	0	0
Fall 2003	0	0	2	5	0	0	8	4	4	2	92	75	106	86	0	0
Specialty Certificate																
Fall 2000	0	0	0	0	0	0	0	1	2	0	3	1	5	2	0	0
Fall 2001	0	0	0	0	0	0	0	0	0	0	3	2	3	2	0	0
Fall 2002	0	0	0	0	0	0	0	0	0	0	3	4	3	4	0	0
Fall 2003	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0

NOTES
Fall term population reflects 10th Day headcounts.
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students
Graduates include post-baccalaureate certificate, masters, specialist, doctoral and unclassified graduate students.
Dental Specialty Certificates for Fall 1996-Fall 1999 were not counted in headcounts

Table 1.A

Southern Illinois University Edwardsville

Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1999	0	0	17	58	0	1	1	7	1	9	161	749	180	824	3	20
Fall 2000	1	0	8	56	0	2	2	8	1	13	159	777	171	856	2	20
Fall 2001	0	2	8	69	0	2	1	4	5	13	166	697	180	787	3	13
Fall 2002	0	1	12	72	1	2	1	8	2	17	173	740	189	840	9	14
Fall 2003	0	0	18	61	1	2	2	5	4	12	191	769	216	849	11	18
Graduate																
Fall 1999	1	4	10	34	3	2	1	1	2	5	163	528	180	574	2	3
Fall 2000	1	5	13	23	3	1	1	2	1	10	161	503	180	544	1	3
Fall 2001	3	7	12	29	1	1	2	3	3	9	141	545	162	594	3	2
Fall 2002	5	6	6	32	2	4	0	3	4	8	136	599	153	652	2	4
Fall 2003	2	2	7	37	1	2	0	1	2	7	158	578	170	627	2	3
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1999	16	3	22	10	4	0	8	4	9	1	417	76	476	94	2	2
Fall 2000	20	6	24	9	2	0	8	4	8	1	488	96	550	116	5	4
Fall 2001	31	9	22	15	2	1	12	5	3	3	549	83	619	116	10	4
Fall 2002	32	11	26	12	2	1	14	4	10	3	593	83	677	114	9	2
Fall 2003	36	7	23	10	1	0	20	3	13	1	640	67	733	88	11	0
Graduate																
Fall 1999	106	33	1	2	0	0	13	3	0	0	77	10	197	48	2	0
Fall 2000	200	29	2	1	0	0	6	2	0	0	69	9	277	41	0	0
Fall 2001	170	38	3	0	1	0	4	2	0	0	59	14	237	54	1	0
Fall 2002	180	30	2	1	1	0	8	6	0	1	58	13	249	51	1	0
Fall 2003	159	45	2	1	0	0	6	2	0	1	64	9	231	58	1	0

NOTES Fall term population reflects 10th Day headcounts
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students
Dental Specialty Certificates for Fall 1996-Fall 1999 were not counted in headcounts

Table 1.A
Southern Illinois University Edwardsville
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF NURSING:																
Undergraduate																
Fall 1999	0	1	2	36	1	2	1	7	1	4	51	301	56	351	0	2
Fall 2000	0	1	1	33	0	1	1	5	3	5	43	266	48	311	0	2
Fall 2001	0	0	0	33	0	2	0	2	0	3	39	257	39	297	0	1
Fall 2002	0	0	1	30	0	1	1	2	0	4	27	232	29	269	0	1
Fall 2003	0	1	2	30	0	0	3	5	2	3	22	192	29	231	0	2
Graduate																
Fall 1999	0	0	0	7	0	0	0	1	0	2	21	156	21	166	0	1
Fall 2000	0	0	0	4	0	0	0	1	0	1	26	135	26	141	0	1
Fall 2001	0	0	0	7	0	0	0	1	0	2	22	100	22	110	0	2
Fall 2002	0	0	1	7	0	0	0	1	0	1	18	106	19	115	0	0
Fall 2003	0	0	1	6	0	0	0	2	0	1	13	116	14	125	0	0
UNDECLARED/UNCLASSIFIED:																
Graduate																
Fall 1999	0	2	7	17	1	0	1	5	1	3	96	207	106	234	3	0
Fall 2000	3	0	10	14	0	1	3	4	4	1	80	226	100	246	2	2
Fall 2001	2	5	4	25	1	3	1	5	4	5	99	220	111	263	3	1
Fall 2002	3	3	10	13	0	0	2	2	2	2	94	204	111	224	0	3
Fall 2003	1	1	8	13	0	0	2	4	1	1	91	199	103	218	0	2
SIUE SUMMARY:																
Undergraduate																
Fall 1999	76	47	326	808	19	23	56	75	57	72	3282	4472	3816	5497	69	93
Fall 2000	93	68	340	801	20	20	53	62	56	76	3425	4562	3987	5589	66	97
Fall 2001	88	78	351	813	15	21	71	65	54	85	3607	4551	4186	5613	85	93
Fall 2002	96	66	337	744	14	27	71	77	60	92	3788	4642	4366	5648	101	97
Fall 2003	85	69	373	766	10	25	95	93	75	91	4096	4785	4734	5829	114	110
Graduate																
Fall 1999	157	79	43	117	10	8	30	24	10	12	788	1286	1038	1526	11	8
Fall 2000	286	89	55	94	12	5	27	24	14	22	718	1271	1112	1505	4	9
Fall 2001	247	108	56	108	8	9	21	25	16	25	717	1303	1065	1578	9	10
Fall 2002	249	99	58	107	8	7	27	22	15	19	699	1384	1056	1638	4	9
Fall 2003	233	113	56	122	6	7	23	26	17	15	723	1391	1058	1674	9	8

NOTES
Fall term population reflects 10th Day headcounts
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students
Dental Specialty Certificates for Fall 1996-Fall 1999 were not counted in headcounts

Table 1.B

Southern Illinois University Edwardsville

Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers
By Racial/Ethnic Category, Gender and Disability Status
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
FIRST-TIME FRESHMEN																
Regular Admission																
Fall 1999	8	3	31	45	2	2	4	9	5	6	320	442	370	507	5	4
Fall 2000	6	4	18	43	1	0	3	6	3	10	370	446	401	509	5	4
Fall 2001	4	6	23	45	0	4	9	5	5	6	424	483	465	549	5	4
Fall 2002	4	2	26	32	2	2	7	4	7	6	471	493	517	539	7	5
Fall 2003	3	4	24	39	0	1	5	8	7	8	432	541	471	601	6	4
Special Admission																
Fall 1999	0	0	43	106	0	0	2	4	7	5	152	193	204	308	4	5
Fall 2000	0	0	51	111	2	0	6	2	4	5	196	244	259	362	9	6
Fall 2001	0	0	43	101	0	2	4	2	2	9	182	252	231	366	10	10
Fall 2002	0	0	38	84	1	2	6	3	4	9	211	241	260	339	11	13
Fall 2003	0	0	39	104	0	1	14	5	3	13	206	286	262	409	9	8
NEW UNDERGRADUATE TRANSFERS																
Regular Admission																
Fall 1999	14	10	37	81	1	6	7	7	7	13	444	596	510	713	10	10
Fall 2000	18	13	40	64	1	1	4	5	8	4	441	594	512	681	9	11
Fall 2001	19	13	35	80	1	4	12	8	11	11	444	588	522	704	7	9
Fall 2002	11	4	44	77	1	3	11	11	9	11	478	589	554	695	7	9
Fall 2003	16	13	31	71	2	5	9	18	9	14	495	586	562	707	8	7
Special Admission																
Fall 1999	0	0	1	6	0	0	0	0	0	1	21	13	22	20	0	0
Fall 2000	0	0	1	2	0	0	0	1	0	0	16	18	17	21	2	0
Fall 2001	0	0	1	6	0	0	0	1	0	2	18	11	19	20	1	0
Fall 2002	0	0	4	4	0	0	0	1	0	0	14	11	18	16	1	0
Fall 2003	0	0	2	0	0	0	1	0	0	0	12	21	15	21	0	0

NOTES:
. Fall term population reflects 10th Day headcounts.
. First-Time Freshmen and New Undergraduate Transfers include Summer and Fall matriculants.
. Beginning in Fall 1990, the high school course pattern requirement was added to admissions criteria. Students not meeting this requirement at the time of admission are classified as special admits.

Table 1.C

Southern Illinois University Edwardsville

Applications, Acceptances and Enrollments of Degree-Seeking First-Time Freshmen, Undergraduate Transfer
First Professional and Graduate Students by Racial/Ethnic Group and Sex
Fall 2003

	Non-Resid. Alien		Black Non-Hisp.		Amer Indian/ Alaskan Native		Asian/ Pac Islander		Hispanic		White Non-Hisp		TOTAL		Unknown	
	Men (01)	Women (02)	Men (03)	Women (04)	Men (05)	Women (06)	Men (07)	Women (08)	Men (09)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men	Women
FIRST-TIME FRESHMEN																
Number of completed applications for admission for Fall 2003	41	15	242	554	1	2	44	36	45	70	1381	1849	1805	2578	51	52
Number of above applications accepted for admission	21	8	127	332	1	2	34	29	30	54	1197	1644	1441	2101	31	32
Number of acceptances in #2 enrolling Fall 2003	3	4	63	143	0	2	19	13	10	21	638	827	733	1010	0	0
UNDERGRADUATE TRANSFER STUDENTS																
Number of completed applications for admission for Fall 2003	27	21	92	200	3	9	21	28	21	26	786	1015	992	1345	42	46
Number of above applications accepted for admission	22	19	55	119	2	6	17	24	16	20	680	865	814	1077	22	24
Number of acceptances in #5 enrolling Fall 2003	16	13	33	71	2	5	10	18	9	14	506	607	576	728	0	0
FIRST-PROFESSIONAL STUDENTS																
Number of completed applications for admission for Fall 2003	3	5	8	19	0	1	44	40	11	5	154	125	220	195	0	0
Number of above applications accepted for admissions	0	0	3	5	0	0	7	5	3	1	31	41	44	52	0	0
Number of acceptances in #8 enrolling Fall 2003	0	0	1	1	0	0	3	2	1	0	20	22	25	25	0	0
GRADUATE STUDENTS																
Number of completed applications for admission for Fall 2003	527	219	34	111	4	4	11	19	11	8	422	875	1033	1254	24	18
Number of above applications accepted for admissions	202	97	20	56	2	3	5	14	9	3	292	571	541	752	11	8
Number of acceptances in #11 enrolling Fall 2003	75	41	14	40	1	2	4	12	4	2	187	327	285	424	0	0

NOTES: Fall term population reflects 10th Day headcounts
First-Time Freshmen and New Undergraduate Transfers Include Summer and Fall matriculants

Table 2.A

Southern Illinois University Edwardsville

Cumulative Grade Point Average of Students by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1999	2.70	2.99	2.30	2.29	2.46	2.88	2.44	2.59	2.34	2.78	2.59	2.83	2.55	2.73	2.50	2.71
Fall 2000	2.74	2.98	2.26	2.35	2.41	3.24	2.44	2.78	2.43	2.69	2.61	2.81	2.57	2.73	2.47	2.56
Fall 2001	2.56	3.05	2.21	2.32	2.42	2.71	2.44	2.72	2.39	2.65	2.58	2.90	2.53	2.80	2.46	2.76
Fall 2002	2.79	3.18	2.33	2.39	2.24	2.97	2.41	2.86	2.57	2.84	2.62	2.94	2.59	2.86	2.59	2.90
Fall 2003	3.10	3.14	2.33	2.48	2.78	2.77	2.52	2.78	2.61	2.84	2.67	2.94	2.64	2.87	2.51	2.70
Graduate																
Fall 1999	3.41	3.48	3.08	3.16	D/W	3.39	D/W	3.84	3.74	D/W	3.61	3.66	3.56	3.58	D/W	2.95
Fall 2000	3.43	3.58	3.26	3.28	D/W	D/W	D/W	3.93	D/W	2.91	3.67	3.68	3.6	3.60	D/W	3.42
Fall 2001	3.52	3.65	3.19	3.35	D/W	D/W	D/W	3.80	3.88	3.56	3.67	3.71	3.61	3.66	D/W	3.66
Fall 2002	3.34	3.49	3.24	3.29	D/W	D/W	3.40	3.23	D/W	3.88	3.68	3.65	3.58	3.60	D/W	D/W
Fall 2003	3.37	3.47	3.18	3.27	D/W	3.37	3.52	3.44	3.60	3.66	3.63	3.65	3.55	3.58	3.39	3.64
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1999	2.55	2.99	2.43	2.45	2.36	D/W	2.24	2.66	2.73	3.39	2.64	2.86	2.62	2.82	2.47	2.98
Fall 2000	2.73	3.05	2.25	2.54	2.70	D/W	2.52	D/W	2.56	3.19	2.69	2.91	2.66	2.88	2.45	2.80
Fall 2001	2.83	3.03	2.35	2.49	2.33	N/A	2.76	2.70	1.97	3.01	2.75	2.97	2.72	2.91	2.36	2.74
Fall 2002	2.91	2.96	2.41	2.61	2.60	D/W	2.61	2.88	2.69	2.79	2.80	3.00	2.77	2.95	2.60	2.97
Fall 2003	2.76	2.90	2.54	2.67	D/W	D/W	2.75	2.81	2.62	2.49	2.85	3.02	2.82	2.96	2.77	2.81
Graduate																
Fall 1999	3.39	3.34	2.37	3.11	N/A	N/A	D/W	D/W	D/W	N/A	3.36	3.46	3.33	3.42	N/A	N/A
Fall 2000	3.33	3.34	2.37	3.24	D/W	N/A	3.45	D/W	D/W	3.55	3.49	3.54	3.42	3.52	N/A	N/A
Fall 2001	3.45	3.42	3.16	3.07	N/A	D/W	D/W	D/W	D/W	3.64	3.47	3.46	3.43	3.44	N/A	D/W
Fall 2002	3.38	3.48	3.15	3.26	D/W	D/W	3.63	D/W	2.97	N/A	3.47	3.41	3.43	3.42	N/A	N/A
Fall 2003	3.29	3.40	3.02	3.22	D/W	D/W	3.20	3.11	3.28	N/A	3.45	3.50	3.39	3.46	N/A	N/A
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1999	N/A	N/A	2.75	2.81	N/A	D/W	D/W	3.13	D/W	3.25	3.07	3.20	3.03	3.17	3.07	2.92
Fall 2000	D/W	N/A	2.79	2.87	N/A	3.04	D/W	2.60	D/W	3.32	3.08	3.25	3.07	3.22	D/W	2.99
Fall 2001	N/A	D/W	2.55	2.84	N/A	D/W	D/W	2.74	3.05	3.07	3.11	3.26	3.08	3.21	2.80	3.17
Fall 2002	N/A	D/W	3.69	2.87	D/W	D/W	3.60	2.68	D/W	3.07	3.11	3.29	3.08	3.24	3.07	2.75
Fall 2003	DW	NA	2.96	2.86	D/W	D/W	DW	2.79	2.98	3.34	3.06	3.30	3.05	3.27	2.85	2.92
Graduate																
Fall 1999	D/W	3.88	3.77	3.63	3.72	D/W	D/W	D/W	D/W	3.91	3.76	3.91	3.76	3.89	D/W	3.82
Fall 2000	D/W	3.93	3.66	3.68	3.70	D/W	D/W	D/W	D/W	3.92	3.78	3.88	3.77	3.88	D/W	3.98
Fall 2001	3.74	3.81	3.53	3.74	D/W	D/W	D/W	3.71	4.00	3.93	3.83	3.89	3.81	3.88	3.81	D/W
Fall 2002	3.70	3.85	3.60	3.73	D/W	3.94	N/A	3.73	3.82	3.75	3.80	3.91	3.79	3.89	D/W	3.89
Fall 2003	3.54	D/W	3.73	3.58	D/W	DW	N/A	DW	DW	3.83	3.82	3.89	3.81	3.87	D/W	3.82

NOTES:
- . All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.
- . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
- . Graduates include post baccalaureate, masters, post masters, specialist, doctoral and unclassified graduate students.

Table 2.A
Southern Illinois University Edwardsville
Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1999	2.63	2.71	2.25	2.50	2.25	N/A	2.95	2.73	2.52	D/W	2.73	3.02	2.71	2.91	D/W	D/W
Fall 2000	2.74	3.44	2.65	2.38	D/W	N/A	2.99	2.86	2.49	D/W	2.68	2.81	2.68	2.82	3.19	D/W
Fall 2001	2.67	3.25	2.32	2.23	D/W	D/W	3.01	3.06	2.62	3.04	2.76	2.97	2.74	2.90	2.70	3.07
Fall 2002	2.69	3.20	2.43	2.37	D/W	D/W	2.83	3.24	2.94	D/W	2.81	3.02	2.79	2.97	2.97	D/W
Fall 2003	2.61	3.29	2.42	2.79	D/W	N/A	2.46	3.15	2.93	D/W	2.78	2.98	2.75	2.98	2.93	N/A
Graduate																
Fall 1999	3.34	3.38	D/W	D/W	N/A	N/A	3.31	3.62	N/A	N/A	3.47	3.75	3.39	3.44	D/W	N/A
Fall 2000	3.11	3.47	D/W	D/W	N/A	N/A	3.31	D/W	N/A	N/A	3.51	3.61	3.20	3.51	N/A	N/A
Fall 2001	3.23	3.48	3.09	N/A	D/W	N/A	3.36	D/W	N/A	N/A	3.53	3.72	3.31	3.54	D/W	N/A
Fall 2002	3.37	3.63	D/W	D/W	D/W	N/A	3.31	3.77	N/A	D/W	3.55	3.82	3.42	3.70	D/W	N/A
Fall 2003	3.35	3.19	D/W	D/W	N/A	N/A	3.00	2.19	N/A	D/W	3.56	3.63	3.39	3.20	D/W	N/A
SCHOOL OF NURSING:																
Undergraduate																
Fall 1999	N/A	D/W	D/W	2.85	D/W	D/W	D/W	2.97	D/W	3.60	3.06	3.27	3.07	3.22	N/A	D/W
Fall 2000	N/A	D/W	D/W	2.91	N/A	D/W	D/W	2.96	3.18	3.45	3.11	3.25	3.13	3.20	N/A	D/W
Fall 2001	N/A	N/A	N/A	2.98	N/A	D/W	N/A	D/W	N/A	3.32	3.14	3.24	3.14	3.20	N/A	D/W
Fall 2002	N/A	N/A	N/A	3.01	N/A	D/W	D/W	3.33	N/A	3.25	3.19	3.22	3.22	3.20	N/A	D/W
Fall 2003	N/A	D/W	D/W	2.96	N/A	N/A	3.79	3.59	D/W	3.19	3.13	3.29	3.19	3.25	N/A	D/W
Graduate																
Fall 1999	N/A	N/A	N/A	3.47	N/A	N/A	N/A	D/W	N/A	D/W	3.82	3.70	3.82	3.69	N/A	D/W
Fall 2000	N/A	N/A	N/A	3.26	N/A	N/A	N/A	N/A	N/A	D/W	3.83	3.75	3.83	3.74	N/A	D/W
Fall 2001	N/A	N/A	N/A	3.41	N/A	N/A	N/A	N/A	N/A	D/W	3.82	3.69	3.82	3.67	N/A	D/W
Fall 2002	N/A	N/A	D/W	3.45	N/A	N/A	N/A	N/A	N/A	D/W	3.68	3.78	3.67	3.76	N/A	N/A
Fall 2003	N/A	N/A	D/W	3.64	N/A	N/A	N/A	D/W	N/A	D/W	3.68	3.85	3.67	3.84	N/A	N/A

NOTES: . All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable; D/W Indicates data withheld in categories with fewer than 3 students.
. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
. Graduates include post baccalaureate, masters, post masters, specialist, doctoral and unclassified graduate students.

Table 2.A
Southern Illinois University Edwardsville
Cumulative Grade Point Average of Students by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Terms 1998 - 2002

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Graduate																
Fall 1999	N/A	D/W	3.43	3.24	N/A	N/A	N/A	3.33	D/W	4.00	3.47	3.82	3.48	3.79	D/W	N/A
Fall 2000	D/W	N/A	3.02	3.45	N/A	D/W	N/A	3.92	3.97	D/W	3.40	3.80	3.38	3.78	D/W	D/W
Fall 2001	D/W	D/W	3.77	3.49	D/W	3.67	N/A	3.11	D/W	3.87	3.59	3.86	3.56	3.82	D/W	D/W
Fall 2002	2.33	D/W	3.08	3.27	N/A	N/A	D/W	D/W	D/W	D/W	3.33	3.83	3.27	3.81	D/W	D/W
Fall 2003	D/W	N/A	2.33	3.26	N/A	N/A	D/W	3.75	D/W	D/W	3.58	3.85	3.55	3.81	N/A	D/W
SIUE SUMMARY:																
Undergraduate																
Fall 1999	2.65	2.97	2.34	2.37	2.46	2.89	2.51	2.68	2.47	2.90	2.65	2.93	2.62	2.84	2.55	2.79
Fall 2000	2.75	3.06	2.30	2.43	2.54	3.10	2.58	2.78	2.53	2.93	2.67	2.93	2.63	2.86	2.56	2.69
Fall 2001	2.66	3.09	2.25	2.42	2.43	2.83	2.63	2.73	2.42	2.80	2.67	2.99	2.63	2.90	2.50	2.84
Fall 2002	2.78	3.13	2.36	2.48	2.56	3.00	2.60	2.88	2.64	2.89	2.71	3.02	2.68	2.95	2.66	2.89
Fall 2003	2.84	3.10	2.41	2.56	2.70	2.83	2.59	2.84	2.70	2.89	2.74	3.02	2.71	2.96	2.60	2.75
Graduate																
Fall 1999	3.36	3.44	3.21	3.33	3.48	3.56	3.32	3.59	3.67	3.91	3.57	3.79	3.52	3.74	3.26	3.38
Fall 2000	3.18	3.55	3.35	3.42	3.54	3.73	3.47	3.74	3.47	3.52	3.62	3.78	3.47	3.74	3.36	3.67
Fall 2001	3.30	3.56	3.32	3.46	3.64	3.51	3.39	3.49	3.47	3.80	3.65	3.80	3.54	3.76	3.76	3.33
Fall 2002	3.36	3.55	3.27	3.46	3.58	3.56	3.39	3.64	3.46	3.82	3.60	3.79	3.52	3.75	3.63	3.50
Fall 2003	3.35	3.35	3.16	3.38	3.61	3.48	3.28	3.28	3.49	3.78	3.63	3.79	3.53	3.72	3.53	3.75

NOTES: . All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.
. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
. Graduates include post baccalaureate, masters, post masters, specialist, doctoral and unclassified graduate students.

Table 2.B

Southern Illinois University Edwardsville

Percent of Students In Good Standing by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind/ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1999	83%	88%	76%	77%	71%	94%	74%	85%	70%	92%	84%	90%	83%	87%	86%	88%
Fall 2000	81%	95%	73%	78%	67%	100%	74%	86%	74%	95%	84%	89%	82%	87%	80%	81%
Fall 2001	76%	93%	69%	79%	70%	88%	73%	80%	73%	83%	82%	91%	80%	89%	75%	87%
Fall 2002	95%	97%	76%	82%	67%	96%	80%	91%	81%	92%	84%	92%	83%	91%	86%	91%
Fall 2003	97%	100%	78%	83%	100%	83%	85%	86%	85%	89%	85%	92%	85%	91%	88%	87%
Graduate																
Fall 1999	88%	91%	67%	73%	D/W	75%	D/W	100%	100%	D/W	95%	97%	92%	93%	D/W	D/W
Fall 2000	90%	100%	88%	76%	D/W	D/W	D/W	100%	D/W	57%	95%	98%	94%	94%	D/W	100%
Fall 2001	90%	96%	91%	85%	D/W	D/W	D/W	100%	100%	100%	96%	98%	95%	97%	D/W	100%
Fall 2002	91%	92%	82%	83%	D/W	N/A	100%	D/W	100%	100%	98%	96%	95%	94%	D/W	N/A
Fall 2003	92%	88%	90%	87%	D/W	100%	100%	78%	100%	100%	95%	97%	94%	94%	83%	100%
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1999	81%	100%	83%	85%	100%	D/W	71%	86%	100%	100%	92%	95%	91%	94%	100%	100%
Fall 2000	100%	95%	73%	97%	100%	D/W	91%	D/W	75%	100%	93%	97%	92%	97%	75%	N/A
Fall 2001	95%	100%	85%	93%	100%	N/A	100%	100%	75%	100%	95%	97%	94%	96%	71%	80%
Fall 2002	100%	100%	86%	97%	100%	D/W	100%	100%	100%	100%	96%	99%	96%	99%	78%	100%
Fall 2003	95%	94%	94%	98%	67%	D/W	86%	93%	100%	86%	98%	99%	98%	98%	100%	100%
Graduate																
Fall 1999	90%	92%	D/W	86%	N/A	N/A	D/W	D/W	D/W	N/A	91%	96%	90%	95%	N/A	N/A
Fall 2000	86%	96%	D/W	89%	D/W	N/A	100%	D/W	D/W	100%	91%	91%	88%	92%	100%	N/A
Fall 2001	92%	87%	100%	78%	N/A	D/W	D/W	D/W	D/W	100%	92%	90%	92%	89%	N/A	D/W
Fall 2002	95%	97%	88%	75%	D/W	D/W	100%	D/W	75%	N/A	94%	89%	92%	89%	N/A	N/A
Fall 2003	87%	97%	75%	75%	D/W	D/W	67%	100%	86%	N/A	92%	96%	90%	95%	N/A	N/A
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1999	N/A	N/A	94%	97%	N/A	D/W	D/W	80%	D/W	89%	99%	99%	98%	98%	100%	100%
Fall 2000	D/W	N/A	88%	100%	N/A	100%	D/W	75%	D/W	93%	97%	99%	96%	99%	D/W	100%
Fall 2001	N/A	D/W	89%	99%	N/A	D/W	D/W	100%	100%	93%	99%	99%	99%	99%	100%	92%
Fall 2002	N/A	D/W	92%	100%	D/W	D/W	100%	88%	D/W	94%	100%	99%	100%	99%	100%	93%
Fall 2003	D/W	N/A	90%	100%	D/W	D/W	D/W	83%	100%	100%	96%	99%	95%	99%	100%	94%
Graduate																
Fall 1999	D/W	100%	100%	96%	100%	D/W	D/W	D/W	D/W	100%	96%	99%	96%	99%	D/W	100%
Fall 2000	D/W	100%	100%	96%	100%	D/W	D/W	D/W	D/W	100%	95%	100%	95%	99%	D/W	100%
Fall 2001	100%	100%	100%	96%	D/W	D/W	D/W	100%	100%	100%	99%	100%	99%	99%	100%	D/W
Fall 2002	100%	100%	100%	100%	D/W	100%	D/W	100%	100%	100%	98%	99%	98%	99%	D/W	100%
Fall 2003	100%	D/W	100%	94%	D/W	D/W	N/A	D/W	D/W	100%	97%	99%	98%	99%	D/W	100%

NOTES: . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
. Graduates include masters, specialist, doctoral and unclassified graduate students.
. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.B

Southern Illinois University Edwardsville

Percent of Students in Good Standing by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1999	88%	100%	90%	83%	D/W	N/A	100%	100%	88%	D/W	93%	100%	92%	97%	D/W	D/W
Fall 2000	83%	100%	91%	78%	D/W	N/A	100%	100%	78%	D/W	87%	88%	87%	89%	100%	D/W
Fall 2001	83%	100%	79%	73%	D/W	D/W	100%	100%	100%	100%	90%	95%	90%	93%	78%	100%
Fall 2002	94%	91%	79%	58%	D/W	D/W	93%	100%	100%	D/W	93%	95%	92%	91%	100%	D/W
Fall 2003	88%	86%	82%	100%	D/W	N/A	77%	100%	94%	D/W	91%	92%	90%	93%	91%	N/A
Graduate																
Fall 1999	87%	93%	D/W	D/W	N/A	N/A	80%	100%	N/A	N/A	94%	100%	89%	93%	D/W	N/A
Fall 2000	71%	80%	D/W	D/W	N/A	N/A	80%	D/W	N/A	N/A	98%	100%	77%	86%	N/A	N/A
Fall 2001	84%	90%	D/W	N/A	D/W	N/A	100%	D/W	N/A	N/A	94%	100%	87%	93%	D/W	D/W
Fall 2002	90%	92%	D/W	D/W	D/W	N/A	83%	100%	N/A	D/W	94%	90%	91%	93%	D/W	N/A
Fall 2003	83%	78%	D/W	D/W	N/A	N/A	80%	33%	N/A	D/W	95%	86%	86%	78%	D/W	N/A
SCHOOL OF NURSING:																
Undergraduate																
Fall 1999	N/A	D/W	D/W	97%	D/W	D/W	D/W	100%	D/W	100%	100%	99%	100%	99%	N/A	D/W
Fall 2000	N/A	D/W	D/W	100%	N/A	D/W	D/W	100%	100%	100%	100%	100%	100%	100%	N/A	D/W
Fall 2001	N/A	N/A	N/A	100%	N/A	D/W	N/A	D/W	N/A	100%	100%	100%	100%	100%	N/A	D/W
Fall 2002	N/A	N/A	N/A	100%	N/A	D/W	D/W	100%	N/A	100%	100%	99%	100%	99%	N/A	D/W
Fall 2003	N/A	D/W	D/W	100%	N/A	N/A	100%	100%	D/W	100%	100%	100%	100%	100%	N/A	D/W
Graduate																
Fall 1999	N/A	N/A	N/A	88%	N/A	N/A	N/A	D/W	N/A	D/W	100%	98%	100%	97%	N/A	D/W
Fall 2000	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	D/W	100%	99%	100%	99%	N/A	D/W
Fall 2001	N/A	N/A	N/A	83%	N/A	N/A	N/A	N/A	N/A	D/W	100%	95%	100%	95%	N/A	D/W
Fall 2002	N/A	N/A	D/W	100%	N/A	N/A	N/A	N/A	N/A	D/W	100%	98%	100%	98%	N/A	N/A
Fall 2003	N/A	N/A	D/W	100%	N/A	N/A	N/A	D/W	N/A	D/W	100%	100%	100%	100%	N/A	N/A

NOTES:
. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
. Graduates include masters, specialist, doctoral and unclassified graduate students.
. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.B

Southern Illinois University Edwardsville

Percent of Students in Good Standing by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Terms 1999 - 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Graduate																
Fall 1999	N/A	D/W	100%	73%	N/A	N/A	N/A	100%	D/W	100%	92%	97%	93%	96%	D/W	N/A
Fall 2000	D/W	N/A	67%	88%	N/A	D/W	N/A	100%	100%	D/W	91%	98%	88%	97%	D/W	D/W
Fall 2001	D/W	D/W	100%	94%	D/W	100%	N/A	D/W	D/W	100%	97%	98%	95%	98%	D/W	D/W
Fall 2002	67%	D/W	83%	86%	N/A	N/A	D/W	D/W	D/W	D/W	85%	97%	85%	97%	N/A	D/W
Fall 2003	D/W	N/A	25%	64%	N/A	N/A	D/W	100%	D/W	D/W	80%	87%	78%	86%	N/A	D/W
SIUE SUMMARY:																
Undergraduate																
Fall 1999	84%	93%	79%	80%	77%	95%	79%	87%	79%	91%	88%	93%	86%	91%	88%	92%
Fall 2000	86%	96%	75%	83%	80%	100%	82%	87%	77%	96%	87%	92%	86%	91%	83%	88%
Fall 2001	83%	96%	73%	83%	80%	90%	83%	87%	77%	88%	87%	94%	85%	92%	77%	88%
Fall 2002	96%	97%	78%	86%	86%	96%	86%	93%	86%	93%	88%	95%	88%	93%	88%	92%
Fall 2003	93%	97%	81%	87%	90%	86%	84%	88%	89%	91%	89%	94%	88%	93%	90%	90%
Graduate																
Fall 1999	88%	93%	79%	82%	75%	83%	86%	100%	100%	100%	94%	98%	92%	97%	71%	86%
Fall 2000	75%	92%	88%	85%	86%	100%	91%	100%	75%	86%	94%	98%	88%	97%	100%	100%
Fall 2001	86%	91%	93%	89%	100%	100%	100%	87%	80%	100%	96%	98%	93%	97%	100%	80%
Fall 2002	91%	95%	87%	90%	83%	83%	94%	93%	90%	100%	95%	97%	93%	96%	100%	83%
Fall 2003	85%	87%	80%	87%	100%	100%	85%	80%	92%	100%	93%	96%	90%	95%	89%	100%

NOTES:
. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
. Graduates include masters, specialist, doctoral and unclassified graduate students.
. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 3.A

Southern Illinois University Edwardsville

Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1998 - June 30, 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
FY 1999	1	5	12	46	1	3	2	6	1	3	189	266	206	329	4	10
FY 2000	0	2	27	40	1	0	9	11	3	6	215	248	255	307	7	5
FY 2001	3	2	20	52	1	4	2	5	3	4	227	313	256	380	6	5
FY 2002	1	3	19	58	0	1	6	3	4	2	242	329	272	396	5	9
FY 2003	1	4	12	39	1	1	1	8	3	7	200	354	218	413	6	6
Graduate																
FY 1999	5	10	10	9	0	0	0	1	2	1	39	89	56	110	0	1
FY 2000	4	4	5	6	0	1	0	0	1	0	66	87	76	98	1	0
FY 2001	5	8	2	8	0	1	0	1	0	1	49	64	56	83	0	1
FY 2002	4	10	3	14	0	2	2	2	2	2	53	82	64	112	0	1
FY 2003	8	12	10	19	0	0	0	1	0	0	42	98	60	130	1	2
SCHOOL OF BUSINESS:																
Undergraduate																
FY 1999	6	0	5	11	1	0	4	1	4	3	114	117	134	132	0	0
FY 2000	6	4	8	21	2	2	4	5	2	1	140	129	162	162	2	2
FY 2001	5	8	9	22	0	0	3	2	5	4	180	159	202	195	2	0
FY 2002	3	10	15	28	2	1	6	1	0	2	196	190	222	232	1	1
FY 2003	8	6	7	20	3	0	2	4	2	1	208	209	230	240	2	1
Graduate																
FY 1999	7	6	1	2	0	0	0	2	0	0	42	33	50	43	1	0
FY 2000	7	5	1	4	0	0	0	1	1	0	53	37	62	47	0	0
FY 2001	12	7	1	3	0	0	0	0	1	0	37	36	51	46	0	0
FY 2002	31	10	0	4	1	1	2	2	0	2	42	51	76	70	0	0
FY 2003	27	16	3	4	1	1	1	2	1	2	52	47	85	72	0	1
SCHOOL OF DENTAL MEDICINE:																
Professional																
FY 1999	0	0	0	0	1	0	0	3	1	0	39	8	41	11	0	0
FY 2000	0	0	2	3	0	0	2	0	1	0	35	9	40	12	0	0
FY 2001	0	0	1	0	0	0	2	0	0	0	31	14	34	14	0	0
FY 2002	0	0	2	1	2	0	4	3	1	1	24	8	33	13	0	0
FY 2003	0	0	1	0	2	0	3	3	1	0	26	11	33	14	0	0
Specialty Certificate																
FY 1999	0	0	0	0	0	0	2	0	0	0	0	2	2	2	0	0
FY 2000	0	0	0	0	0	0	0	0	0	0	2	1	2	1	0	0
FY 2001	0	0	0	0	0	0	0	1	2	0	3	1	5	2	0	0
FY 2002	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0
FY 2003	0	0	0	0	0	0	0	0	0	0	2	3	2	3	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.

Table 3.A

Southern Illinois University Edwardsville

Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1998 - June 30, 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF EDUCATION:																
Undergraduate																
FY 1999	1	0	6	23	1	2	1	2	2	6	73	258	84	291	1	5
FY 2000	0	0	7	29	0	1	0	2	1	3	70	276	78	311	0	3
FY 2001	1	0	4	24	0	1	0	3	0	3	55	356	60	387	2	8
FY 2002	0	0	1	26	0	2	2	0	3	6	72	293	78	327	0	7
FY 2003	0	1	1	32	1	0	0	4	1	7	58	315	61	359	2	5
Graduate																
FY 1999	2	2	4	14	0	0	0	2	1	3	50	242	57	263	0	1
FY 2000	3	0	4	15	0	0	0	0	1	0	50	197	58	212	0	0
FY 2001	0	3	5	7	2	0	0	1	0	2	68	196	75	209	1	1
FY 2002	0	2	4	14	1	1	0	0	0	3	58	183	63	203	0	0
FY 2003	1	5	2	9	0	1	1	1	2	6	55	212	61	234	1	0
SCHOOL OF ENGINEERING:																
Undergraduate																
FY 1999	4	0	4	2	0	0	5	1	1	0	88	15	102	18	1	0
FY 2000	4	1	6	4	0	0	5	1	3	0	73	14	91	20	0	0
FY 2001	6	1	4	1	1	0	3	2	2	0	94	22	110	26	0	1
FY 2002	3	1	5	2	0	0	1	1	0	0	91	17	100	21	2	1
FY 2003	3	3	2	2	1	0	1	2	1	1	116	13	124	21	2	1
Graduate																
FY 1999	26	7	2	2	0	0	3	0	0	0	6	3	37	12	1	0
FY 2000	40	11	0	1	0	0	1	0	0	0	7	2	48	14	0	0
FY 2001	48	11	2	1	0	0	3	1	0	0	23	2	76	15	0	0
FY 2002	38	10	0	0	0	0	1	2	0	0	17	2	56	14	0	0
FY 2003	69	14	1	0	0	0	2	2	0	0	9	6	81	22	0	0
SCHOOL OF NURSING:																
Undergraduate																
FY 1999	0	0	0	17	0	0	1	2	1	2	15	106	17	127	0	0
FY 2000	0	0	1	13	1	1	0	3	0	1	18	115	20	133	0	0
FY 2001	0	0	1	10	0	0	1	4	1	2	13	108	16	124	0	1
FY 2002	0	0	0	11	0	0	0	0	0	1	19	86	19	98	0	0
FY 2003	0	0	0	11	0	0	0	0	0	2	9	105	9	118	0	0
Graduate																
FY 1999	0	0	1	4	0	1	0	1	0	0	4	24	5	30	0	0
FY 2000	0	0	0	4	0	0	0	0	0	0	3	41	3	45	0	0
FY 2001	0	0	0	0	0	0	0	0	0	1	9	68	9	69	0	0
FY 2002	0	0	0	0	0	0	0	0	0	1	5	32	5	33	0	1
FY 2003	0	0	0	1	0	0	0	0	0	0	9	22	9	23	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.

Table 3.A

Southern Illinois University Edwardsville

Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1998 - June 30, 2003

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SIUE SUMMARY:																
Undergraduate																
FY 1999	12	5	27	99	3	5	13	12	9	14	479	762	543	897	6	15
FY 2000	10	7	49	107	4	4	18	22	9	11	516	782	606	933	9	10
FY 2001	15	11	38	109	2	5	9	16	11	13	569	958	644	1112	10	15
FY 2002	7	14	40	125	2	4	15	5	7	11	620	915	691	1074	8	18
FY 2003	12	14	22	104	6	1	4	18	7	18	591	996	642	1151	12	13
Graduate																
FY 1999	40	25	18	31	1	1	5	9	4	4	180	401	248	471	2	2
FY 2000	54	20	12	33	0	1	3	1	4	0	216	374	289	429	1	0
FY 2001	65	29	11	19	2	1	5	4	3	4	220	381	306	438	1	2
FY 2002	73	32	9	33	4	4	9	9	3	9	201	360	299	447	0	2
FY 2003	105	47	17	33	3	2	7	9	4	8	195	399	331	498	2	3

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include post-baccalaureate certificates, masters, specialist, doctoral and unclassified graduate students.

Table 3.B

Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen

Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Black, Non-Hispanic Males

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1995	46	Graduated By:	0	0	2	8	12	12	12	*12*
		Still Enrolled in:	26	15	14	7	1	0	0	*0*
		Sum	26	15	16	15	13	12	12	*12*
		Non-persisters	20	31	30	31	33	34	34	*34*
1996	43	Graduated By:	0	1	2	4	7	7	*7*	
		Still Enrolled in:	29	17	14	11	6	2	*2*	
		Sum	29	17	16	15	13	9	*9*	
		Non-persisters	14	26	27	28	30	34	*34*	
1997	50	Graduated By:	0	0	2	6	9	*9*		
		Still Enrolled in:	33	17	15	8	3	*2*		
		Sum	33	17	17	14	12	*11*		
		Non-persisters	17	33	33	36	38	*39*		
1998	51	Graduated By:	0	0	0	4	*4*			
		Still Enrolled in:	28	17	17	9	*5*			
		Sum	28	17	17	13	*9*			
		Non-persisters	23	34	34	38	*42*			
1999	73	Graduated By:	0	0	1	*1*				
		Still Enrolled In:	52	38	28	*27*				
		Sum	52	38	29	*28*				
		Non-persisters	21	35	44	*45*				
2000	69	Graduated By:	0	0	*0*					
		Still Enrolled in:	47	31	*26*					
		Sum	47	31	*26*					
		Non-persisters	22	38	*43*					
2001	65	Graduated By:	0	*0*						
		Still Enrolled in:	37	*27*						
		Sum	37	*27*						
		Non-persisters	28	*38*						
2002	63	Graduated By:	*0*							
		Still Enrolled in:	*44*							
		Sum	*44*							
		Non-persisters	*19*							

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition). Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B

Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Black, Non-Hispanic Females

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
		Graduated By:	0	0	8	28	40	46	50	*50*
		Still Enrolled in:	91	71	53	30	14	6	1	*1*
1995	151	Sum	91	71	61	58	54	52	51	*51*
		Non-persisters	60	80	90	93	97	99	100	*100*
		Graduated By:	0	1	8	26	32	38	*38*	
		Still Enrolled in:	101	74	44	19	14	3	*1*	
1996	148	Sum	101	75	52	45	46	41	*39*	
		Non-persisters	47	73	96	103	102	107	*109*	
		Graduated By:	0	0	11	33	44	*44*		
		Still Enrolled in:	90	66	50	27	9	*7*		
1997	128	Sum	90	66	61	60	53	*51*		
		Non-persisters	38	62	67	68	75	*77*		
		Graduated By:	0	0	15	48	*48*			
		Still Enrolled in:	125	91	63	28	*25*			
1998	183	Sum	125	91	78	76	*73*			
		Non-persisters	58	92	105	107	*110*			
		Graduated By:	0	0	5	*5*				
		Still Enrolled in:	92	68	51	*46*				
1999	147	Sum	92	68	56	*51*				
		Non-persisters	55	79	91	*96*				
		Graduated By:	0	0	*0*					
		Still Enrolled in:	103	72	*68*					
2000	152	Sum	103	72	*68*					
		Non-persisters	49	80	*84*					
		Graduated By:	0	*0*						
		Still Enrolled in:	83	*70*						
2001	143	Sum	83	*70*						
		Non-persisters	60	*73*						
		Graduated By:	*0*							
		Still Enrolled In:	*81*							
2002	115	Sum	*81*							
		Non-persisters	*34*							

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)
Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).
Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.
Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B

Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Hispanic Males

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7.	Year 8	Year 9
1995	9	Graduated By:	0	0	1	2	2	2	2	*2*
		Still Enrolled in:	5	4	4	1	2	0	0	*0*
		Sum	5	4	5	3	4	2	2	*2*
		Non-persisters	4	5	4	6	5	7	7	*7*
1996	8	Graduated By:	0	0	0	1	1	2	*2*	
		Still Enrolled in:	3	3	4	3	2	2	*1*	
		Sum	3	3	4	4	3	4	*3*	
		Non-persisters	5	5	4	4	5	4	*5*	
1997	3	Graduated By:	0	0	2	2	2	*2*		
		Still Enrolled in:	3	3	0	0	0	*0*		
		Sum	3	3	2	2	2	*2*		
		Non-persisters	0	0	1	1	1	*1*		
1998	14	Graduated By:	0	0	1	2	*2*			
		Still Enrolled in:	10	4	4	5	*3*			
		Sum	10	4	5	7	*5*			
		Non-persisters	4	10	9	7	*9*			
1999	12	Graduated By:	0	0	0	*0*				
		Still Enrolled in:	9	5	3	*3*				
		Sum	9	5	3	*3*				
		Non-persisters	3	7	9	*9*				
2000	7	Graduated By:	0	1	*1*					
		Still Enrolled in:	5	3	*2*					
		Sum	5	4	*3*					
		Non-persisters	2	3	*4*					
2001	5	Graduated By:	0	*0*						
		Still Enrolled in:	3	*3*						
		Sum	3	*3*						
		Non-persisters	2	*2*						
2002	10	Graduated By:	*0*							
		Still Enrolled in:	*8*							
		Sum	*8*							
		Non-persisters	*2*							

Graduatian infarmatian is nat available until the end af the year; therefare, data in italics are provisianal and will shift as graduatian infarmatian through Summer 2003 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition). Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B
Southern Illinois University Edwardsville
Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance
Hispanic Females

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
		Graduated By:	0	0	2	2	2	2	2	*2*
		Still Enrolled In:	5	3	1	0	0	0	0	*0*
1995	6	Sum	5	3	3	2	2	2	2	*2*
		Non-persisters	1	3	3	4	4	4	4	*4*
		Graduated By:	0	0	2	3	4	5	*5*	
		Still Enrolled In:	11	5	2	3	2	1	*1*	
1996	15	Sum	11	5	4	6	6	6	*6*	
		Non-persisters	4	10	11	9	9	9	*9*	
		Graduated By:	0	0	1	1	1	*1*		
		Still Enrolled in:	1	1	0	0	0	*0*		
1997	3	Sum	1	1	1	1	1	*1*		
		Non-persisters	2	2	2	2	2	*2*		
		Graduated By:	0	0	2	7	*7*			
		Still Enrolled In:	8	6	5	0	*0*			
1998	9	Sum	8	6	7	7	*7*			
		Non-persisters	1	3	2	2	*2*			
		Graduated By:	0	0	3	*3*				
		Still Enrolled in:	7	7	4	*2*				
1999	11	Sum	7	7	7	*5*				
		Non-persisters	4	4	4	*6*				
		Graduated By:	0	0	*0*					
		Still Enrolled in:	10	9	*6*					
2000	15	Sum	10	9	*6*					
		Non-persisters	5	6	*9*					
		Graduated By:	0	*0*						
		Still Enrolled in:	9	*5*						
2001	14	Sum	9	*5*						
		Non-persisters	5	*9*						
		Graduated By:	*0*							
		Still Enrolled in:	*10*							
2002	14	Sum	*10*							
		Non-persisters	*4*							

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition). Italicized number show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B

Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

All Other Males

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1995	386	Graduated By:	0	0	36	121	147	154	159	*159*
		Still Enrolled in:	266	212	146	55	21	15	12	*11*
		Sum	266	212	182	176	168	169	171	*170*
		Non-persisters	120	174	204	210	218	217	215	*216*
1996	384	Graduated By:	0	2	34	112	141	158	*158*	
		Still Enrolled in:	260	209	152	63	29	13	*8*	
		Sum	260	211	186	175	170	171	*166*	
		Non-persisters	124	173	198	209	214	213	*218*	
1997	432	Graduated By:	0	0	60	142	175	*175*		
		Still Enrolled in:	316	251	181	78	39	*33*		
		Sum	316	251	241	220	214	*208*		
		Non-persisters	116	181	191	212	218	*224*		
1998	489	Graduated By:	0	1	69	167	*167*			
		Still Enrolled in:	359	292	191	86	*77*			
		Sum	359	293	260	253	*244*			
		Non-persisters	130	196	229	236	*245*			
1999	472	Graduated By:	0	2	66	*66*				
		Still Enrolled in:	330	283	203	*192*				
		Sum	330	285	269	*258*				
		Non-persisters	142	187	203	*214*				
2000	570	Graduated By:	0	3	*3*					
		Still Enrolled in:	414	342	*321*					
		Sum	414	345	*324*					
		Non-persisters	156	225	*246*					
2001	608	Graduated By:	0	*0*						
		Still Enrolled in:	417	*362*						
		Sum	417	*362*						
		Non-persisters	191	*246*						
2002	690	Graduated By:	*0*							
		Still Enrolled in:	*519*							
		Sum	*519*							
		Non-persisters	*171*							

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition). Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

All Other Males' includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

Table 3.B
Southern Illinois University Edwardsville
Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

All Other Females

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
		Graduated By:	0	3	104	210	246	253	259	*259*
		Still Enrolled In:	364	298	184	77	24	15	15	*10*
1995	487	Sum	364	301	288	287	270	268	274	*269*
		Non-persisters	123	186	199	200	217	219	213	*218*
		Graduated By:	0	3	127	235	259	273	*273*	
		Still Enrolled In:	422	336	188	63	34	12	*15*	
1996	578	Sum	422	339	315	298	293	285	*288*	
		Non-persisters	156	239	263	280	285	293	*290*	
		Graduated By:	0	6	165	279	313	*313*		
		Still Enrolled in:	454	362	179	55	16	*16*		
1997	603	Sum	454	368	344	334	329	*329*		
		Non-persisters	149	235	259	269	274	*274*		
		Graduated By:	0	7	170	296	*296*			
		Still Enrolled in:	467	381	187	52	*47*			
1998	660	Sum	467	388	357	348	*343*			
		Non-persisters	193	272	303	312	*317*			
		Graduated By:	0	2	178	*178*				
		Still Enrolled in:	476	396	199	*188*				
1999	642	Sum	476	398	377	*366*				
		Non-persisters	166	244	265	*276*				
		Graduated By:	0	6	*6*					
		Still Enrolled in:	500	421	*403*					
2000	681	Sum	500	427	*409*					
		Non-persisters	181	254	*272*					
		Graduated By:	0	*0*						
		Still Enrolled in:	534	*455*						
2001	738	Sum	534	*455*						
		Non-persisters	204	*283*						
		Graduated By:	*0*							
		Still Enrolled in:	*559*							
2002	737	Sum	*559*							
		Non-persisters	*178*							

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

All Other Females' includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance
All Student Summary

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1995	1085	Graduated By:	0	3	153	371	449	469	484	*484*
		Still Enrolled in:	757	603	402	170	62	36	28	*22*
		Sum	757	606	555	541	511	505	512	*506*
		Non-persisters	328	479	530	544	574	580	573	*579*
1996	1176	Graduated By:	0	7	173	381	444	483	*483*	
		Still Enrolled in:	826	644	404	162	87	33	*28*	
		Sum	826	650	577	543	531	516	*511*	
		Non-persisters	350	526	599	633	645	660	*665*	
1997	1219	Graduated By:	0	6	241	463	544	*544*		
		Still Enrolled in:	897	700	425	168	67	*58*		
		Sum	897	706	666	631	611	*602*		
		Non-persisters	322	513	553	588	608	*617*		
1998	1406	Graduated By:	0	8	257	524	*524*			
		Still Enrolled in:	997	791	467	180	*157*			
		Sum	997	799	724	704	*681*			
		Non-persisters	409	607	682	702	*725*			
1999	1357	Graduated By:	0	4	253	*253*				
		Still Enrolled in:	966	797	488	*458*				
		Sum	966	801	741	*711*				
		Non-persisters	391	556	616	*646*				
2000	1494	Graduated By:	0	10	*10*					
		Still Enrolled in:	1079	878	*826*					
		Sum	1079	888	*836*					
		Non-persisters	415	606	*658*					
2001	1573	Graduated By:	*0*	*0*						
		Still Enrolled in:	*1083*	*922*						
		Sum	*1083*	*922*						
		Non-persisters	*490*	*651*						
2002	1629	Graduated By:	*0*							
		Still Enrolled in:	*1221*							
		Sum	*1221*							
		Non-persisters	*408*							

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Southern Illinois University at Edwardsville

Graduated, Still Enrolled, or Non-Persisting by Year of Attendance
All Student Summary

Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1995	1085	Graduated By:	0.0%	0.3%	14.1%	34.2%	41.4%	43.2%	44.6%	44.6%
		Still Enrolled in:	69.8%	55.6%	37.1%	15.7%	5.7%	3.3%	2.6%	2.0%
		Sum	69.8%	55.9%	51.2%	49.9%	47.1%	46.5%	47.2%	46.6%
		Non-persisters	30.2%	44.1%	48.8%	50.1%	52.9%	53.5%	52.8%	53.4%
1996	1176	Graduated By:	0.0%	0.6%	14.7%	32.4%	37.8%	41.1%	41.1%	
		Still Enrolled in:	70.2%	54.8%	34.4%	13.8%	7.4%	2.8%	2.4%	
		Sum	70.2%	55.3%	49.1%	46.2%	45.2%	43.9%	43.5%	
		Non-persisters	29.8%	44.7%	50.9%	53.8%	54.8%	56.1%	56.5%	
1997	1219	Graduated By:	0.0%	0.5%	19.8%	38.0%	44.6%	44.6%		
		Still Enrolled in:	73.6%	57.4%	34.9%	13.8%	5.5%	4.8%		
		Sum	73.6%	57.9%	54.6%	51.8%	50.1%	49.4%		
		Non-persisters	26.4%	42.1%	45.4%	48.2%	49.9%	50.6%		
1998	1406	Graduated By:	0.0%	0.6%	18.3%	37.3%	37.3%			
		Still Enrolled in:	70.9%	56.3%	33.2%	12.8%	11.2%			
		Sum	70.9%	56.8%	51.5%	50.1%	48.5%			
		Non-persisters	29.1%	43.2%	48.5%	49.9%	51.5%			
1999	1357	Graduated By:	0.0%	0.3%	18.6%	18.6%				
		Still Enrolled in:	71.2%	58.7%	36.0%	33.8%				
		Sum	71.2%	59.0%	54.6%	52.4%				
		Non-persisters	28.8%	41.0%	45.4%	47.6%				
2000	1494	Graduated By:	0.0%	0.7%	0.7%					
		Still Enrolled in:	72.2%	58.8%	55.3%					
		Sum	72.2%	59.5%	56.0%					
		Non-persisters	27.8%	40.6%	44.0%					
2001	1573	Graduated By:	0.0%	0.0%						
		Still Enrolled in:	68.8%	58.6%						
		Sum	68.8%	58.6%						
		Non-persisters	31.2%	41.4%						
2002	1629	Graduated By:	0.0%							
		Still Enrolled in:	75.0%							
		Sum	75.0%							
		Non-persisters	25.0%							

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 2002 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 4.A
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Executive/Administrative/ Managerial:														
Fall 1999	1	0	10	12	0	0	1	0	2	0	66	50	80	62
Fall 2000	0	0	13	13	0	0	1	0	1	0	74	58	89	71
Fall 2001 *	1	0	12	13	1	0	1	0	1	1	88	59	104	73
Fall 2002	2	0	7	15	1	0	1	1	0	1	89	57	100	74
Fall 2003	0	0	8	11	1	0	1	0	0	0	57	26	67	37
Faculty:														
Fall 1999	8	1	22	19	0	0	31	8	4	6	364	256	429	290
Fall 2000	11	2	23	24	0	0	31	7	3	5	373	266	441	304
Fall 2001	12	4	24	21	1	0	26	8	3	7	372	266	438	306
Fall 2002	11	6	20	22	0	0	31	10	4	6	364	268	430	312
Fall 2003	14	7	22	24	1	1	33	9	5	6	362	279	437	326
Professional Non-Faculty:														
Fall 1999	3	0	22	79	0	0	2	1	0	2	108	165	135	247
Fall 2000	3	0	24	85	0	0	3	1	0	2	116	166	146	254
Fall 2001	4	1	25	96	0	0	2	1	0	1	111	178	142	277
Fall 2002	4	1	26	89	0	0	2	1	0	2	107	182	139	275
Fall 2003	5	1	26	83	0	0	1	2	0	5	137	221	169	312
Secretarial/Clerical:														
Fall 1999	0	0	7	28	0	0	0	1	0	1	20	320	27	350
Fall 2000	0	0	5	28	0	0	0	1	0	1	16	312	21	342
Fall 2001	0	0	3	25	0	0	0	1	0	1	16	338	19	365
Fall 2002	0	0	4	20	0	0	0	1	0	1	14	333	18	355
Fall 2003	0	0	4	20	0	0	0	1	0	0	13	319	17	340

* Fall 2001 data for Executive/Aministrative/Managerial include employees previously reported in 'Other Administrative', a category introduced for fall 2001 and discontinued by fall 2002.

Table 4.A
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Technical Para-Professional:														
Fall 1999	0	0	12	111	0	0	0	2	0	2	43	96	55	211
Fall 2000	0	0	11	116	0	0	0	2	0	2	44	88	55	208
Fall 2001	0	0	10	117	0	0	0	2	0	2	43	98	53	219
Fall 2002	0	0	10	118	0	0	0	2	0	3	39	102	49	225
Fall 2003	0	0	9	101	0	0	0	2	0	2	33	101	42	206
Skilled Craft:														
Fall 1999	0	0	2	0	0	0	0	0	1	0	53	0	56	0
Fall 2000	0	0	1	0	0	0	0	0	1	0	57	0	59	0
Fall 2001	0	0	1	0	0	0	0	0	1	0	62	0	64	0
Fall 2002	0	0	1	0	0	0	0	0	1	0	61	0	63	0
Fall 2003	0	0	1	0	0	0	0	0	1	0	57	0	59	0
Service Maintenance:														
Fall 1999	0	0	31	34	0	0	0	0	1	0	94	63	126	97
Fall 2000	0	0	33	40	0	0	0	0	1	0	94	57	128	97
Fall 2001	0	0	35	54	0	0	0	0	2	0	113	62	150	116
Fall 2002	0	0	33	47	0	0	0	0	2	0	120	54	155	101
Fall 2003	0	0	27	29	0	0	2	0	2	0	130	59	161	88
All SIUE Employees:														
Fall 1999	12	1	106	283	0	0	34	12	8	11	748	950	908	1,257
Fall 2000	14	2	110	306	0	0	35	11	6	10	774	947	939	1,276
Fall 2001	17	5	110	326	2	0	29	12	7	12	805	1,001	970	1,356
Fall 2002	17	7	101	311	1	0	34	15	7	13	794	996	954	1,342
Fall 2003	19	8	97	268	2	1	37	14	8	13	789	1,005	952	1,309

Note: A periodic review of job classifications in fall 2003 resulted in shifts among the categories defined by the IPEDS Fall Staff Survey.
Graduate Assistants are not included.

Table 4.B
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time New Hires
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Executive/Administrative/ Managerial														
Fall 1999	0	0	1	1	0	0	0	0	1	0	3	2	5	3
Fall 2000	0	0	2	1	0	0	0	0	0	0	3	0	5	1
Fall 2001	0	0	0	0	1	0	0	0	0	0	5	3	6	3
Fall 2002	0	0	0	0	0	0	0	0	0	0	2	0	2	0
Fall 2003	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Faculty:														
Fall 1999	1	0	0	3	0	0	2	2	0	0	19	19	22	24
Fall 2000	2	0	1	2	0	0	0	0	0	0	15	11	18	13
Fall 2001	2	1	1	2	0	0	1	1	0	1	20	22	24	27
Fall 2002	1	1	2	2	0	0	5	2	0	1	19	18	27	24
Fall 2003	4	1	3	1	0	0	2	1	0	1	17	24	26	28
Professional Non-Faculty:														
Fall 1999	1	0	3	9	0	0	0	0	0	0	2	11	6	20
Fall 2000	0	0	0	4	0	0	1	0	0	0	9	8	10	12
Fall 2001	1	1	1	7	0	0	1	0	0	1	6	5	9	14
Fall 2002	0	0	0	2	0	0	1	0	0	1	7	11	8	14
Fall 2003	0	0	1	1	0	0	0	0	0	0	8	6	9	7
Secretarial/Clerical:														
Fall 1999	0	0	0	0	0	0	0	0	0	0	0	8	0	8
Fall 2000	0	0	0	2	0	0	0	0	0	0	0	11	0	13
Fall 2001	0	0	0	1	0	0	0	0	0	0	0	17	0	18
Fall 2002	0	0	0	0	0	0	0	0	0	0	1	11	1	11
Fall 2003	0	0	0	1	0	0	0	0	0	0	0	8	0	9

* Fall 2001 data for Executive/Administrative/Managerial include employees previously reported in 'Other Administrative', a category introduces for fall 2001 and discontinued by fall 2002.

Table 4.B
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time New Hires by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Technical/Para-Professional:														
Fall 1999	0	0	0	6	0	0	0	0	0	0	1	3	1	9
Fall 2000	0	0	0	0	0	0	0	0	0	0	1	2	1	2
Fall 2001	0	0	1	1	0	0	0	0	0	0	2	6	3	7
Fall 2002	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Fall 2003	0	0	0	3	0	0	0	0	0	0	0	2	0	5
Skilled Craft:														
Fall 1999	0	0	0	0	0	0	0	0	0	0	2	0	2	0
Fall 2000	0	0	0	0	0	0	0	0	0	0	2	0	2	0
Fall 2001	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2002	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 2003	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service Maintenance:														
Fall 1999	0	0	3	22	0	0	0	0	0	0	2	7	5	29
Fall 2000	0	0	5	26	0	0	0	0	0	0	4	5	9	31
Fall 2001	0	0	7	41	0	0	0	0	1	0	13	6	21	47
Fall 2002	0	0	5	41	0	0	0	0	0	0	8	0	13	41
Fall 2003	0	0	4	21	0	0	1	0	0	0	8	5	13	26
All Newly-Hired Full-time SIUE Employees:														
Fall 1999	2	0	7	41	0	0	2	2	1	0	29	50	41	93
Fall 2000	2	0	8	35	0	0	1	0	0	0	34	37	45	72
Fall 2001	3	2	10	52	1	0	2	1	1	2	46	59	63	116
Fall 2002	1	1	7	47	0	0	6	2	0	2	38	40	52	92
Fall 2003	4	1	8	27	0	0	3	1	0	1	34	46	49	76

Note: A periodic review of job classifications in fall 2003 resulted in shifts among the categories defined by the IPEDS Fall Staff Survey. Graduate Assistants are not included.

Table 5.A
Southern Illinois University Edwardsville
Headcount Employment of RAMP Administrators
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1999	0	0	1	1	0	0	1	0	0	0	9	5	11	6
Fall 2000	0	0	1	1	0	0	1	0	0	0	10	6	12	7
Fall 2001	0	0	0	1	1	0	1	0	0	0	11	4	13	5
Fall 2002	0	0	0	1	1	0	1	0	0	0	10	4	12	5
Fall 2003	0	0	0	0	1	0	1	0	0	0	11	3	13	3

Table 5.B
Southern Illinois University Edwardsville
Job Classification Changes
by EEO Category, Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Executive/Administrative/ Managerial:														
Fall 1999	0	0	1	1	0	0	0	0	0	0	12	5	13	6
Fall 2000	0	0	3	1	0	0	0	0	0	0	3	3	6	4
Fall 2001 *	0	0	3	2	0	0	0	0	0	0	4	4	7	6
Fall 2002	0	0	1	0	0	0	0	0	0	0	3	4	4	4
Fall 2003	0	0	0	1	0	0	0	0	0	0	7	4	7	5
Faculty:														
Fall 1999	0	0	4	0	0	0	1	0	0	0	31	25	36	25
Fall 2000	0	0	1	0	0	0	4	1	1	0	37	26	43	27
Fall 2001	1	1	3	3	0	0	4	0	0	0	36	24	44	28
Fall 2002	1	0	5	3	0	0	2	1	0	0	36	17	44	21
Fall 2003	2	0	1	0	0	0	1	1	0	0	38	18	42	19
Professional Non-Faculty:														
Fall 1999	0	0	5	15	0	0	0	0	0	1	10	9	15	25
Fall 2000	0	0	3	7	0	0	0	0	0	0	6	19	9	26
Fall 2001	0	0	3	11	0	0	0	0	0	1	15	15	18	27
Fall 2002	0	0	0	4	0	0	0	0	0	0	8	11	8	15
Fall 2003	0	0	2	1	0	0	0	0	0	0	7	15	9	16
Secretarial/Clerical:														
Fall 1999	0	0	1	3	0	0	0	0	0	0	5	30	6	33
Fall 2000	0	0	0	6	0	0	0	1	0	0	3	52	3	59
Fall 2001	0	0	1	6	0	0	0	0	0	0	1	58	2	64
Fall 2002	0	0	0	1	0	0	0	0	0	0	1	52	1	53
Fall 2003	0	0	1	0	0	0	0	1	0	1	0	43	1	45

* Fall 2001 data for Executive/Administrative/Managerial include employees previously reported in 'Other Administrative', a category introduced for fall 2001 and discontinued by fall 2002.

Table 5.B
Southern Illinois University Edwardsville
Job Classification Changes
by EEO Category, Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Technical/Para-Professional:														
Fall 1999	0	0	0	3	0	0	0	0	0	0	5	13	5	16
Fall 2000	0	0	3	8	0	0	0	0	0	0	1	8	4	16
Fall 2001	0	0	0	8	0	0	0	0	0	0	5	7	5	15
Fall 2002	0	0	0	6	0	0	0	0	0	0	2	9	2	15
Fall 2003	0	0	1	5	0	0	0	0	0	0	7	9	8	14
Skilled Craft:														
Fall 1999	0	0	0	0	0	0	0	0	0	0	4	0	4	0
Fall 2000	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 2001	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 2002	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 2003	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Service Maintenance:														
Fall 1999	0	0	2	0	0	0	0	0	0	0	16	9	18	9
Fall 2000	0	0	1	0	0	0	0	0	0	0	3	5	4	5
Fall 2001	0	0	0	3	0	0	0	0	0	0	8	5	8	8
Fall 2002	0	0	1	1	0	0	0	0	0	0	15	2	16	3
Fall 2003	0	0	3	0	0	0	0	0	0	0	10	7	13	7
All SIUE Employees:														
Fall 1999	0	0	13	22	0	0	1	0	0	1	83	91	97	114
Fall 2000	0	0	11	22	0	0	4	2	1	0	54	113	70	137
Fall 2001	1	1	10	33	0	0	4	0	0	1	70	113	85	148
Fall 2002	1	0	7	15	0	0	2	1	0	0	66	95	76	111
Fall 2003	2	0	8	7	0	0	1	2	0	1	70	96	81	106

Graduate Assistants are not Included.

APPENDIX 1: Supplemental Student Data

TABLE 1: Applications, Admissions, and Enrollment Form
First Professional Students

	Black Non-Hispanic	Hispanic	White Non-Hispanic	Amer Indian Alaskan Native	Asian/ Pacific Islander	Total Minority*	Total
Actual							
Number of completed applications for Fall 2003 (8/20/03)	73	10	539	2	189	274	813
Number of above applications accepted for admission	16	0	115	1	16	33	148
Number of acceptances enrolling Fall 2003	5	0	60	0	7	12	72
Number of completed applications for Fall 2002	75	14	442	3	184	276	718
Number of above applications accepted for admission	22	4	113	3	27	56	169
Number of acceptances enrolling Fall 2002	8	2	52	0	10	20	72
Number of completed applications for Fall 2001	84	45	505	6	185	320	825
Number of above applications accepted for admission	12	10	111	2	18	42	153
Number of acceptances enrolling Fall 2001	2	2	58	1	7	12	70
Number of completed applications for Fall 2000	75	36	600	2	207	320	920
Number of above applications accepted for admission	10	3	128	1	28	42	170
Number of acceptances enrolling Fall 2000	1	2	61	1	7	11	72
Number of completed applications for Fall 1999	83	41	650	6	259	389	1039
Number of above applications accepted for admission	16	4	102	2	12	34	136
Number of acceptances enrolling Fall 1999	4	2	59	1	6	13	72

	Black Non-Hispanic	Hispanic	White Non-Hispanic	Amer Indian Alaskan Native	Asian/ Pacific Islander	Total Minority*	Total
Number of completed applications for Fall 1994	104	33	989	4	193	334	1323
Number of above applications accepted for admission	20	2	95	2	11	35	130
Number of acceptances enrolling Fall 1994	8	1	53	1	9	19	72

	Black Non-Hispanic	Hispanic	White Non-Hispanic	Amer Indian Alaskan Native	Asian/ Pacific Islander	Total Minority*	Total
All Illinois[1]	13.7%	10.7%	72.0%	0.1%	3.5%	28.0%	100.0%
Cook/Collar Counties - Northern Illinois	16.6%	14.4%	64.3%	0.1%	4.6%	35.7%	100.0%
Central/Southern Illinois	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%	100.0%
2003 enrollees/matriculants	7.0%	0.0%	83.3%	0.0%	9.7%	16.7%	100.0%
2003 enrollment (includes MSI - MSIV)	6.5%	2.1%	80.1%	0.3%	11.0%	19.9%	100.0%

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[1] Source of Illinois and regional data is 2000 Census; source of student data is Office of Student Affairs.

APPENDIX 1: TABLE 2

SIU SCHOOL OF MEDICINE
MINORITY ENROLLMENT

ACADEMIC YEAR	TOTAL ENROLLMENT	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN/ PACIFIC ISLANDER	TOTAL MINORITY ENROLLMENT	PERCENT MINORITY ENROLLMENT
2003-04	292	19	6	1	32	58	19.9%
2002-03	287	17	8	2	33	60	20.9%
2001-02	284	11	7	4	32	54	19.0%
2000-01	288	9	7	4	29	49	17.0%
1999-00	291	10	7	3	32	52	17.9%
1998-99	291	13	9	2	32	56	19.2%
1997-98	287	12	6	2	30	50	17.4%
1996-97	290	18	8	2	31	59	20.3%
1995-96	287	23	8	2	26	59	20.6%
1994-95	287	24	5	1	29	59	20.6%

APPENDIX 1: TABLE 3

SIU SCHOOL OF MEDICINE
CURRENT GRADUATE DATA AS COMPARED TO ENROLLMENT

ACADEMIC YEAR	TOTAL ENROLLMENT	BLACK	HISPANIC	NATIVE AMERICAN	ASIAN/ PACIFIC ISLANDER	TOTAL MINORITY ENROLLMENT	MINORITY PERCENT
2003-04 Enrollment	**292**	19	6	1	**32**	**58**	**19.9%**
2004 Graduates[2]	**72**	**2**	**2**	**0**	**8**	**12**	**16.7%**
2004 URM[3] **Graduates**		**2**	**2**	**0**	**0**	**3**	**5.6%**
2002-03 Enrollment	287	17	8	2	33	60	20.9%
2003 Graduates	70	3	2	1	8	14	20.0%
2003 URM Graduates		3	2	1	0	6	**8.6%**
2001-02	284	11	7	4	32	54	19.0%
2000-01	288	9	7	4	29	49	17.0%
1999-00	291	10	7	3	32	52	17.9%
1998-99	291	13	9	2	32	56	19.2%
1997-98	287	12	6	2	30	50	17.4%
1996-97	290	18	8	2	31	59	20.3%
1995-96	287	23	8	2	26	59	20.6%
1994-95 Enrollment	287	24	5	1	29	59	20.6%
1995 Graduates	66	3	2	0	6	11	16.7%
1995 URM Graduates		3	2	0	0	5	7.6%

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[2] Graduates as of graduation day. Graduation totals are not final until 7/1.

[3] Graduates in racial/ethnic categories considered underrepresented minorities in medicine. Percentage represents URM graduates as compared to the total graduating class.

APPENDIX 1: TABLE 4

SIU SCHOOL OF MEDICINE
FEMALE ENROLLMENT

ACADEMIC YEAR	TOTAL ENROLLMENT	MINORITY FEMALES	FEMALES	PERCENT MINORITY FEMALES	PERCENT FEMALES
2003-04	292	31	153	10.6%	52.4%
2002-03	287	34	141	11.8%	48.6%
2001-02	284	31	138	10.9%	43.1%
2000-01	288	28	124	9.7%	43.1%
1999-00	291	26	120	8.9%	41.2%
1998-99	291	25	125	8.6%	43.0%
1997-98	287	27	124	9.4%	43.2%
1996-97	290	33	137	11.4%	47.2%
1995-96	287	36	133	12.5%	46.3%
1994-95	287	34	128	11.8%	44.6%

APPENDIX 2: SUPPLEMENTAL *MEDPREP* DATA

TABLE 1: APPLICATIONS, ADMISSIONS, AND ENROLLMENT ACADEMIC YEARS 2004-05, 2003-04, AND 2002-03

Institution: **Southern Illinois University Carbondale** Indicate college or program if reporting separately: **MEDPREP/SIU School of Medicine**

	Black Non-Hispanic		Hispanic		White Non-Hispanic		Amer Indian Alaskan Native		Asian/ Pacific Islander		Non-Resident Alien		Total*	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Graduate Students														
Number of completed applications for Entry Year 2004[4]	50	152	5	6	4	2	0	1	6	8	0	0	65	169
Number of above applications accepted for admission	8	29	0	3	1	0	0	0	1	0	0	0	10	32
Number of acceptances enrolling Entry Year 2004	6	26	0	3	0	0	0	0	1	0	0	0	7	29
Graduate Students														
Number of completed applications for Entry Year 2003[5]	42	107	6	9	5	2	0	1	2	5	0	0	59*	126*
Number of above applications accepted for admission	9	30	5	2	0	1	0	0	0	1	0	0	14	34
Number of acceptances enrolling Entry Year 2003	8	23	2	2	0	1	0	0	0	0	0	0	10	26
Graduate Students														
Number of completed applications for Entry Year 2002[6]	41	128	9	10	1	6	0	0	2	3	0	0	53	147
Number of above applications accepted for admission	10	29	3	2	0	1	0	0	0	1	0	0	13	33
Number of acceptances enrolling Entry Year 2002	10	21	2	1	0	1	0	0	0	1	0	0	12	24

* Total 2003 applications also includes two males and one female who checked "Other" on application; it is believed that all three are of Middle Eastern ethnicity.

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[4] MEDPREP has a June enrollment date.
[5] MEDPREP has a June enrollment date.
[6] MEDPREP has a June enrollment date.

APPENDIX 2: SUPPLEMENTAL *MEDPREP* DATA (continued)

TABLE 2: SIU SCHOOL OF MEDICINE
DEMOGRAPHICS OF *MEDPREP* STUDENT POPULATION

	Black		Hispanic		NA/AN		AS/PI		White		Other		Total	Total	Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	URM	Min	All
2004-05 New Enrollees	6 16.7%	26 72.2	0 0.0%	3 8.3%	0 0.0%	0 0.0%	1 2.8%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	35 97.2%	36 100%	36 100%
2003-04	19 24.1%	50 63.3%	4 5.1%	3 3.8%	0 0.0%	0 0.0%	0 0.0%	1 1.3%	0 0.0%	2 2.5%	0 0.0%	0 0.0%	76 96.2%	77 97.5%	79 100%
2002-03	23 31.1%	45 60.8%	3 4.1%	1 1.4%	0 0.0%	0 0.0%	0 0.0%	1 1.4%	0 0.0%	1 1.4%	0 0.0%	0 0.0%	70 94.6%	72 97.3%	74 100%
2001-02	20 27.8%	39 54.2%	4 5.6%	3 4.1%	0 0.0%	1 1.4%	0 0.0%	1 1.4%	1 1.4%	3 4.1%	0 0.0%	0 0.0%	67 93.1%	68 94.5%	72 100%
2000-01	20 25.0%	42 52.5%	2 2.5%	7 8.8%	1 1.2%	5 6.3%	0 0.0%	0 0.0%	1 1.2%	2 2.5%	0 0.0%	0 0.0%	77 96.3%	77 96.3%	80 100%
1999-00	19 25.7%	40 54.1%	5 6.8%	5 6.8%	1 1.3%	1 1.3%	0 0.0%	0 0.0%	2 2.7%	1 1.3%	0 0.0%	0 0.0%	71 96.0%	71 96.0%	74 100%
1998-99	15 20.3%	44 59.5%	6 8.1%	4 5.4%	0 0.0%	1 1.3%	0 0.0%	0 0.0%	1 1.3%	3 4.1%	0 0.0%	0 0.0%	70 94.6%	70 94.6%	74 100%
1997-98	16 18.0%	52 58.5%	4 4.5%	5 5.6%	0 0.0%	1 1.1%	3 3.4%	0 0.0%	2 2.2%	6 6.7%	0 0.0%	0 0.0%	78 87.6%	81 91.0%	89 100%
1996-97	16 20.0%	45 56.3%	3 3.8%	4 5.0%	0 0.0%	0 0.0%	2 2.4%	0 0.0%	3 3.8%	7 8.7%	0 0.0%	0 0.0%	68 85.1%	70 87.5%	80 100%
1995-96	17 20.5%	51 61.5%	2 2.4%	5 6.0%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	3 3.6%	3 3.6%	0 0.0%	1 1.2%	76 91.6%	76 91.6%	83 100%
1994-95	14 16.4%	53 62.3%	6 7.1%	8 9.4%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	1 1.2%	2 2.4%	0 0.0%	0 0.0%	82 96.5%	82 96.5%	85 100%
1993-94	18 22.5%	46 57.5%	4 5.0%	3 3.8%	0 0.0%	0 0.0%	0 0.0%	2 2.5%	1 1.2%	6 7.5%	0 0.0%	0 0.0%	71 88.8%	73 91.3%	80 100%
1992-93	22 25.3%	46 52.9%	3 3.4%	2 2.3%	0 0.0%	2 2.3%	2 2.3%	1 1.2%	3 3.4%	6 6.9%	0 0.0%	0 0.0%	75 86.2%	78 89.7%	87 100%

APPENDIX 2: SUPPLEMENTAL *MEDPREP* DATA (continued)

TABLE 3: RECRUITMENT/ACCEPTANCE OF *MEDPREP* ALUMNI TO MEDICAL/HEALTH CAREER SCHOOLS IN THE UNITED STATES

MEDICAL SCHOOL/HEALTH CAREER SCHOOL	NUMBER OF STUDENTS MATRICULATING FALL OF					Accepted
	1999	2000	2001	2002	2003	Fall 2004
Albert Einstein College of Medicine of New York University				✓	✓	x
Allegheny University School of Medicine (Hahnemann)	2	3	1			
Baylor College of Medicine						x
Boston University School of Medicine					✓	
Case Western-Reserve University School of Medicine	2	✓	2	2	2	x
Columbia University College of Physicians and Surgeons					✓	
Drew/UCLA Joint Medical Program			✓			
Drexel University School of Medicine						x
East Carolina University Brody School of Medicine					✓	
East Tennessee State University Quillen College of Medicine		✓				
Eastern Virginia Medical School						x
Emory University School of Medicine					✓	x
George Washington University School of Medicine			✓	✓	✓	x
Georgetown University School of Medicine			1		✓	
Howard University College of Medicine		✓	1	1	1	x
Indiana University School of Medicine	1			1	✓	
Jefferson Medical College of Thomas Jefferson University	1	✓				
Logan Chiropractic College	1					
Loma Linda University School of Medicine					✓	
**Loyola University Medical Center/Stritch School of Medicine	1	1	✓		1	x
Medical College of Ohio	1					
Medical College of Wisconsin	1					x
Medical University of South Carolina College of Medicine			1			
Meharry Medical College School of Medicine		✓	1	✓	1	x
Michigan State University College of Human Medicine			✓		✕	
Michigan State University College of Osteopathic Medicine					1	
Morehouse School of Medicine					1	x
Mount Sinai School of Medicine					1	
New York College of Osteopathic Medicine		✓	1			x
New York Medical College			1			x
New York University School of Medicine					✓	
Northeastern Ohio Universities College of Medicine				✓	✓	
**Northwestern University Medical School	✓			1		x
Ohio State University College of Medicine	1					
Ohio University College of Osteopathic Medicine		✓	1			
Philadelphia College of Osteopathic Medicine		1				
**Rosalind Franklin University of Medicine and Science						x

Ross University School of Medicine			2	2		x
**Rush Medical College of Rush University	1	1			✓	x
Saint Louis University School of Medicine	7	6	3		✓	x
Saint Mathews University School of Medicine			1			
******Southern Illinois University School of Medicine**	**4**	**3**	**2**	**7**	**4**	**x**
SIU School of Medicine MEDPREP acceptances	**13**	**10**	**8**	**9**	**10**	**17**
******Southern Illinois University School of Dental Medicine**		**1**	**1**			
State University of New York Health Science/Stony Brook		✓				
State University of New York Health Science/Syracuse		1				
Temple University School of Medicine/Dentistry	1	✓	5	3		
UCLA/Drew School of Medicine	1	✓				
UMDNJ -- New Jersey Medical School/Newark	1	1	✓	1	1	x
UMDNJ -- Robert Wood Johnson Medical School	✓	✓	✓	✓	✓	
UMDNJ -- School of Osteopathic Medicine	1	1		✓	1	
Universidad Eugenio Maria De Hostos (Santo Domingo)	✓					
University of North Carolina at Chapel Hill School of Medicine				1		
University Autonoma de Guadalajara			1			
University of Arkansas College of Medicine	✓					
**University of Chicago Pritzker School of Medicine				1	1	x
University of Cincinnati College of Medicine	✓	1	2	✓	✓	x
University of Connecticut School of Medicine				✓	✓	
University of Detroit Mercy School of Dentistry			1			
**University of Illinois College of Medicine	2	1	2	1	3	x
University of Iowa College of Medicine	1				✓	
University of Kansas School of Medicine						x
University of Kentucky College of Medicine	2					
University of Louisville School of Medicine	1			✓		
University of Maryland School of Medicine		✓				
University of Michigan Medical School	✓	2				x
University of Minnesota Medical School–Minneapolis					✓	
University of Missouri–Columbia School of Medicine					1	
University of Nebraska College of Medicine	1					
University of North Carolina at Chapel Hill School of Medicine					1	
University of Osteopathic Medicine/Des Moines	2	1				
University of Pennsylvania School of Medicine					1	
University of Rochester School of Medicine				1		x
University of Southern California, Keck School of Medicine			1			
University of Tennessee, Memphis, College of Dentistry			1			
University of Texas Southwestern Medical School at Dallas					1	
University of Texas Medical School at Galveston				3		
University of Texas Medical School at San Antonio				1		
University of Virginia School of Medicine				1		
University of Wisconsin Medical School		✓				
Wayne State University School of Medicine		2	1	1	3	x

Western University of the Health Sciences		1	1			
Wright State University School of Medicine	2	3		2	✓	
Yale University School of Medicine		1				x
Total # of MEDPREP students accepted	**37**	**31**	**34**	**30**	**26**	**30 to date**
Total # of schools accepting MEDPREP students	**30**	**31**	**30**	**26**	**33**	**29 to date**
Total # of MEDPREP students/alumni matriculating	**37**	**30**	**34**	**30**		

Schools located within the state of Illinois are denoted with ** and underlined.

✓ Health professional school accepted one or more MEDPREP students, but acceptee(s) chose to matriculate at a different school.

✕ Known acceptances of MEDPREP students/alumni by health professional schools for 2004-2005 academic year as of date of report. Data includes known matriculants or acceptances of students and alumni making application to health professions schools through Student Progress Committee (may also include MEDPREP alumni from prior years). Thus, the actual reported number of students matriculating during each year may exceed the number of students who complete the program in a given year.

APPENDIX 3: Data Relating to Recruitment of Faculty and Staff
TABLE 1: Faculty, Administrative, and Professional New Hires

Southern Illinois University School of Medicine
January 1 through December 31, 2003

Faculty (Tenure Track)

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	6	0	1	1	0	8		
Female	3	0	0	0	0	3	3/27.3%	2/18.2%
Total	9	0	1	1	0	11		

Faculty (Alternate Track)

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	9	0	2	0	0	11		
Female	9	0	2	0	0	11	11/50.0%	4/18.2%
Total	18	0	4	0	0	22		

Subtotal - Faculty

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	15	0	3	1	0	19		
Female	12	0	2	0	0	14	14/42.4%	6/18.2%
Total	27	0	5	1	0	33		

Administrative

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0/0.0%	0/0.0%
Total	0	0	0	0	0	0		

Professional

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	2	0	0	6		
Female	17	1	1	0	0	19	19/76.0%	4/16.0%
Total	21	1	3	0	0	25		

Subtotal - Administrative and Professional

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	2	0	0	6		
Female	17	1	1	0	0	19	19/76.0%	4/16.0%
Total	21	1	3	0	0	25		

Total New Faculty, Administrative, and Professional Hires

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	19	0	5	1	0	25		
Female	29	1	3	0	0	33	33/56.9%	10/17.2%
Total	48	1	8	1	0	58		

Percentage New Faculty, Administrative, and Professional Hires

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	32.8%	0.0%	8.6%	1.7%	0.0%	43.1%
Female	50.0%	1.7%	5.2%	0.0%	0.0%	56.9%
Total	82.8%	1.7%	13.8%	1.7%	0.0%	100.0%

Percentages have been adjusted for rounding purposes.

APPENDIX 3: TABLE 2

Civil Service New Hires

Southern Illinois University School of Medicine
January 1 through December 31, 2003

Executive/Administrative

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0/0.0%	0/0.0%
Total	0	0	0	0	0	0		

Professional

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	0	0	0	0	0	0		
Female	23	0	0	0	0	23	23/100.0%	0/0.0%
Total	23	0	0	0	0	23		

Secretarial/Clerical

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	0	0	0	4		
Female	78	3	2	0	0	83	83/95.4%	5/5.7%
Total	82	3	2	0	0	87		

Technical/ Paraprofessional

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	6	1	0	0	0	7		
Female	28	1	0	1	0	30	30/81.1%	3/8.1%
Total	34	2	0	1	0	37		

Skilled Craft

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	2	1	0	0	0	3		
Female	1	0	0	1	0	2	2/40.0%	2/40.0%
Total	3	1	0	1	0	5		

Service/Maintenance

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0/0.0%	0/0.0%
Total	0	0	0	0	0	0		

Total Civil Service New Hires

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	12	2	0	0	0	14		
Female	130	4	2	2	0	138	138/90.8%	10/6.6%
Total	142	6	2	2	0	152		

Percentage Civil Service New Hires

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	7.9%	1.3%	0.0%	0.0%	0.0%	9.2%
Female	85.6%	2.6%	1.3%	1.3%	0.0%	90.8%
Total	93.5%	3.9%	1.3%	1.3%	0.0%	100.0%

APPENDIX 3: TABLE 3
Historical Comparison of Faculty and Staff by Gender and EEO Code
Southern Illinois University School of Medicine

Administrators (EEO Code A) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	43	68.3%	20	31.7%	63	100.0%
2003	32	61.5%	20	38.5%	52	100.0%
Change	(11)		0		(11)	
% Change		(25.6%)		0.0%		(17.5%)

Faculty (EEO Code B) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	173	55.3%	140	44.7%	313	100.0%
2003	180	58.8%	126	41.2%	306	100.0%
Change	7		(14)		(7)	
% Change		4.0%		(10.0%)		(2.2%)

Professional (EEO Code C) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	58	23.8%	186	76.2%	244	100.0%
2003	65	19.2%	273	80.8%	338	100.0%
Change	7		87		94	
% Change		12.1%		46.8%		38.5%

Secretarial/Clerical (EEO Code D) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	18	5.7%	299	94.3%	317	100.0%
2003	21	5.4%	367	94.6%	388	100.0%
Change	3		68		71	
% Change		16.7%		22.7%		22.4%

Technical/Paraprofessional (EEO Code E) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	50	32.1%	106	67.9%	156	100.0%
2003	40	27.0%	108	73.0%	148	100.0%
Change	(10)		2		(8)	
% Change		(20.0%)		1.9%		(5.1%)

Skilled Crafts (EEO Code F) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	3	100.0%	0	0.0%	3	100.0%
2003	3	100.0%	0	0.0%	3	100.0%
Change	0		0		0	
% Change		0.0%		0.0%		0.0%

Unskilled (EEO Code G) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	33	89.2%	4	10.8%	37	100.0%
2003	33	86.8%	6	13.2%	39	100.0%
Change	0		2		2	
% Change		0.0%		50.0%		5.4%

Total (all EEO Codes) by Gender

Year	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1999	378	33.4%	755	66.0%	1133	100.0%
2003	374	29.4%	900	70.6%	1274	100.0%
Change	(4)		145		141	
% Change		(1.1%)		19.2%		12.4%

APPENDIX 3: TABLE 4
Historical Comparison of Faculty, PAA's and Staff by Gender
Southern Illinois University School of Medicine

Faculty

	1999		2003		2003 New Hires	
	Employee Count	% of Total Faculty	Employee Count	% of Total Faculty	Employee Count	% of Total Faculty
Tenured and Tenure Track Female Faculty	21	6.7%	24	7.9%	3	9.1%
Alternate Track Female Faculty Female Faculty as % of Faculty	119	38.0%	102	33.3%	11	33.3%
Total Female Faculty	**140**	**44.7%**	**126**	**41.2%**	**14**	**42.4%**
Total Faculty Count Faculty as % of Total Employees	313	27.6%	306	24.0%	33	15.7%

Principal Administrative Appointments and Civil Service Employees

	1999		2003		2003 New Hires	
	Employee Count	% of Total Non-faculty Staff	Employee Count	% of Total Non-faculty Staff	Employee Count	% of Total Non-faculty Staff
Principal Administrative Appointment Female Employees Female PAA as % of Non-Faculty	111	13.5%	158	16.3%	19	10.7%
Civil Service Female Employees Female CS as % of Non-Faculty	504	61.5%	616	63.6%	138	78.0%
Total Non-Faculty Female Employees	**615**	**75.0%**	**774**	**80.0%**	**157**	**88.7%**
Total Non-Faculty Employee Count Non-Faculty as % of Total Employees	820	72.4%	968	76.0%	177	84.3%

Historical Comparison of Faculty, PAA's and Staff by Gender

	1999		2003	
	Employee Count	% of Total Employees	Employee Count	% of Total Employees
Total Female Faculty	140	12.4%	126	9.9%
Total Non-Faculty Female Employees	615	54.3%	774	60.8%
Total Female Employees	**755**	**66.6%**	**900**	**70.6%**
Total Employees % of Total Employees	1133	100.0%	1274	100.0%

APPENDIX 3: TABLE 5

Historical Comparison of Faculty and Staff by Race/Ethnicity and EEO Code
Southern Illinois University School of Medicine

Administrators (EEO Code A) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	59	93.6%	2	3.2%	1	1.6%	1	1.6%	0	0.0%	63	100.0%
2003	48	92.4%	2	3.8%	2	3.8%	0	0.0%	0	0.0%	52	100.0%
Change	(11)		0		1		(1)		0		(11)	
% Change		(18.6%)		0.0%		100.0%		(100.0%)		0.0%		(17.5%)

Faculty (EEO Code B) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	258	82.5%	7	2.2%	7	2.2%	40	12.8%	1	0.3%	313	100.0%
2003	253	82.6%	7	2.3%	6	2.0%	40	13.1%	0	0.0%	306	100.0%
Change	(5)		0		(1)		0		(1)		(7)	
% Change		(1.9%)		0.0%		(14.3%)		0.0%		(100.0%)		(2.2%)

Professional (EEO Code C) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	228	93.5%	3	1.2%	0	0.0%	12	4.9%	1	0.4%	244	100.0%
2003	322	95.3%	2	0.6%	1	0.3%	13	3.8%	0	0.0%	338	100.0%
Change	94		(1)		1		1		(1)		94	
% Change		41.2%		(33.3%)		0.0%		8.3%		(100.0%)		38.5%

Secretarial/Clerical (EEO Code D) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	293	92.5%	22	6.9%	2	0.6%	0	0.0%	0	0.0%	317	100.0%
2003	368	94.8%	16	4.1%	1	0.3%	2	0.5%	1	0.3%	388	100.0%
Change	75		(6)		(1)		2		1		71	
% Change		25.6%		(27.3%)		(50.0%)		0.0%		0.0%		22.4%

Technical/Paraprofessional (EEO Code E) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	152	97.5%	3	1.9%	1	0.6%	0	0.0%	0	0.0%	156	100.0%
2003	138	93.2%	7	4.7%	2	1.4%	1	0.7%	0	0.0%	148	100.0%
Change	(14)		4		1		1		0		(8)	
% Change		(9.2%)		133.3%		100.0%		0.0%		0.0%		(5.1%)

Skilled Crafts (EEO Code F) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
2003	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
Change	0		0		0		0		0		0	
% Change		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%

Unskilled (EEO Code G) by Race/Ethnicity

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	31	83.8%	4	10.8%	0	0.0%	1	2.7%	1	2.7%	39	100.0%
2003	32	82.0%	5	12.8%	0	0.0%	1	2.6%	1	2.6%	37	100.0%
Change	1		1		0		0		0		2	
% Change		3.2%		25.0%		0.0%		0.0%		0.0%		5.4%

Total Employees (all EEO Codes) by Race/Ethnicity)

Year	White		Black		Hispanic		AS/PI		AI/AN		Total	
	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
1999	1024	90.3%	41	3.6%	11	1.0%	54	4.8%	3	0.3%	1133	100.0%
2003	1164	91.3%	39	3.1%	12	0.9%	57	4.5%	2	0.2%	1274	100.0%
Change	140		(2)		1		3		(1)		141	
% Change		13.7%		(4.9%)		9.1%		5.6%		(33.3%)		12.4%

APPENDIX 4: TABLE 1

PROFESSIONAL STATUS OF ALUMNI AS OF 2003
Southern Illinois University School of Medicine

	PRACTICING PHYSICIANS	RESIDENTS/ FELLOWS	OTHER	TOTAL NUMBER	TOTAL PERCENT
Graduates as of 2003	1458	316	71	1845	100%
Practicing in US	1450			1450	99.5%
Practicing Elsewhere	8			8	0.4%
Practicing in Illinois	662			662	45.4%
Practicing in Contiguous states [7]	281			281	19.3%
Illinois practicing physicians – Urban[8]	447 67.5%			447	30.7%
Illinois practicing physicians - Rural	215 32.5%			215	14.7%

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[7] States contiguous to Illinois are Wisconsin, Iowa, Missouri, Kentucky, Indiana.

[8] All physicians practicing in Metropolitan Statistical Areas (including St. Louis Metro East, Springfield, Decatur, Bloomington, Urbana-Champaign, Peoria, and the Quad Cities) are counted as practicing in urban areas.

Figure 6
Trends in Enrollment, 1999-2003

Total

	1999	2000	2001	2002	2003
Undergrad					
Graduate					
Professional	291	288	284	287	292
Total	**291**	**288**	**284**	**287**	**292**

	Enrollment		Change	
	1999	2003	Number	%
Undergrad				
Graduate				
Professional	291	292	1	0.3%
Total	**291**	**292**	**1**	**0.3%**

	Enrollment		Change	
	2002	2003	Number	%
Undergrad				
Graduate				
Professional	287	292	5	1.7%
Total	**287**	**292**	**5**	**1.7%**

Female

		1999	2000	2001	2002	2003
Undergrad	Number					
	Percentage					
Graduate	Number					
	Percentage					
Professional	Number	120	124	138	141	153
	Percentage	41.2%	43.1%	43.1%	48.6%	48.6%
Total	**Number**	**120**	**124**	**138**	**141**	**153**
	Percentage	**41.2%**	**43.1%**	**43.1%**	**48.6%**	**48.6%**

	Enrollment		Change	
	1999	2003	Number	%
Undergrad				
Graduate				
Professional	120	153	33	27.5%
Total	**120**	**153**	**33**	**27.5%**

	Enrollment		Change	
	2002	2003	Number	%
Undergrad				
Graduate				
Professional	141	153	12	8.5%
Total	**141**	**153**	**12**	**8.5%**

Graph 1
2003 Comparative Data for Minority Students and Staff